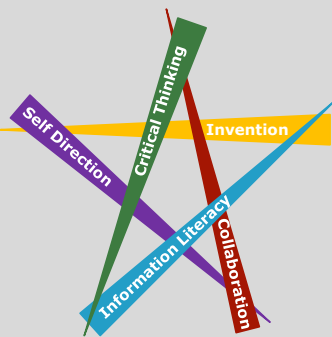


Content Area	English Language Arts	Grade Level	11
Course Name/Course Code	American Literature & Composition		
Purpose	Common Core State Standard with Colorado Academic Standard Code		
Priority Standards Reading Literature (RL) Reading Informational (RI) Language (L) Writing (W)	<p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CAS.11.2.1.a.iii)</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (CAS.11.2.1.c.i)</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (CAS.11.2.1.c.ii)</p> <p>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 and build on one another to provide a complex analysis; provide an objective summary of the text. (CAS.11.2.2.a.iii)</p> <p>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 (e.g., <i>The Federalist</i>, presidential addresses). (CAS.11.2.2.c.i)</p> <p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (CAS.2.2.c.ii)</p> <p>L.11-12.6 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. (CAS.11.3.2.b.iv)</p> <p>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.) (CAS.11.3.3.c)</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 up to and including grades 11-12.) (CAS.11.3.3.d)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (CAS.11.4.1.f)</p> <p>a. Apply grades 11-12 <i>Reading standards</i> 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").</p> <p>b. Apply grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]")</p>		

Colorado 21st Century Skills



- 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*

Text Complexity



Greeley/Evans School District 6
Grade 11 American Literature Year at a Glance

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

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

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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.

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11th Grade American Literature Standards Trace Matrix

CC for 11-12 Units 1-4 with 2 Cycles per Unit P = Priority Standard; S = Supporting Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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.	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 they interact and build on one another to produce a complex account; provide an objective summary of the text.	S					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 set, how the action is ordered, how the characters are introduced and developed).	P					P		
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.)	S		S		S	S		
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.			S		S	S		
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, sarcasm, irony, or understatement).	S		S		S			
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			P		P			
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, 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 complexity band proficiently, with scaffolding as needed at the high end of the range.	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 text, including determining where the text leaves matters uncertain.		S		S			S	S
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 and build on one another to provide a complex analysis; provide an objective summary of the text.				P			P	
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.		S		S				
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 <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 contribute to the power, persuasiveness, or beauty of the text.							S	S
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 (e.g., <i>The Federalist</i> , presidential addresses).		P						P
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		P		P			P	P

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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 up to and including grades 11-12.)	P	P	P	P				
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Technology incorporated into writing units as determined by each grade level team.							
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 from 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.	Writing incorporated into every cycle.							
L.11-12.1 (a,b) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language standards embedded within DGP (Daily Grammar Practice), SWI (Specific Word Instruction), and WW (Word Within a Word) instruction, as well as authentically within writing instruction.							
L.11-12.2 (a,b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
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.								
L.11-12.4 (a,b,c,d) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades11-12 reading and content , 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 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
SL.11-12.1 (a,b,c,d) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-let) with diverse partners <i>on grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	Speaking and Listening embedded within the collaboration and scaffolding tasks in daily lessons.							
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.						S		
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed , and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.						S		
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking and Listening embedded within the collaboration and scaffolding tasks in daily lessons.							
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 &3 for specific expectations.)								

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

Suggested Big Idea	American literature is tied explicitly to location.				
21 st Century Inquiry Question from CAS	Why did the author choose this particular setting for this story?				
End of Unit Performance Task	DISTRICT COMMON ASSESSMENT: Narrative Essay- Students will write a fictional narrative from the perspective of a character they have read throughout the semester.				
Graduate Competency	Demonstrate skill in inferential and evaluative listening. (CAS.Oral Expression and Listening.11.1.2)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>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).</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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.</p> <p>Mathematical Practice Connections</p> <p>7. Look for and make use of structure.</p> <p>I can see and understand how numbers and spaces are organized and put together as parts and wholes.</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.5 PRIORITY 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.)</p>	<p>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.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (include Shakespeare as well as other authors.)</p>	<p>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.</p> <p>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.</p> <p>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, sarcasm, irony, or understatement).</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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").</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>	<p>CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p>

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<p>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)</p>		<p>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)</p>	
<p>Suggested Daily Routines – Beginning of the Period</p>	<p>Suggested Daily Routines – End of the Period</p>	<p>Writing Instruction</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 51</p> <p><u>Content Vocabulary</u></p> <p>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</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> Analytic Essay – identifying a common theme in a variety of texts; author’s purpose Compare and Contrast Essay – structure, theme, etc. Various PCR’s related to class readings <p>End of Unit Performance Task Description:</p> <p>(DISTRICT COMMON ASSESSMENT)</p>	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> 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) <p>Interacting with the Text:</p> <ul style="list-style-type: none"> Content Reading Vocabulary 	<p>Textbook <i>Prentice Hall Literature: The American Experience</i> Common Core Edition 2012</p> <p>Unit 1: A Gathering of Voices Literature of Early America (beginnings to 1750)</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> Creation Myths: Explaining our Surroundings: “Earth on the Turtle’s Back”: p. 27 From “A Journey through Texas” and “From of Plymouth Plantation”: Inference of Perspectives: p. 48 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> Monitor & Clarify Story Structure Summarize Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting

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<ul style="list-style-type: none"> ▪ Narrative Essay- Students will write a fictional narrative from the perspective of a character they have read throughout the semester. <p><i>Choose one or more of the items in parenthesis to complete the prompt, based on the texts studied this unit.</i></p> <p>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.</p> <ul style="list-style-type: none"> ▪ Score using PARCC Narrative Task Rubric ▪ Students should reference texts being used in individual classrooms. 	<ul style="list-style-type: none"> ▪ Activate and clarify prior knowledge: Discuss multiple perspectives on the era (pp. 1 – 16) ▪ Class discussion: “What makes literature “American”?” <p>Extending the Learning:</p> <ul style="list-style-type: none"> ▪ Literary Analysis ▪ PCR <p>Other Suggested Strategies:</p> <p>Inquiry: American identity discussion Higher level questions:</p> <ul style="list-style-type: none"> ▪ 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? <p>Collaboration:</p> <ul style="list-style-type: none"> ▪ Small groups readings ▪ Small group discussions ▪ Think Write Pair Share <p>Reading:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ “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 	<ul style="list-style-type: none"> ▪ Plot <p>Other Prerequisites:</p> <ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 2: A Growing Nation (4 Weeks – Sept. 21-Oct. 15)

Suggested Big Idea	Industrialism, population growth, economic changes, and the Civil War shaped the literature in America.				
21 st Century Inquiry Question from CAS	Describe an author's belief that you can cite from the txt. Why do you suppose the author holds that belief? Do you share that same belief? Why or why not?				
End of Unit Performance Task	Informative/Explanatory Writing				
Graduate Competency	Demonstrate comprehension of a variety of informational, literary, and persuasive texts. (CAS.Reading for All Purposes.11.2.2)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>RI.11-12.8 PRIORITY Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusion in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>Mathematical Practice Connections</p> <p>8. Look for and express regularity in repeated reasoning.</p> <p>I can notice when calculations are repeated. Then, I can find more general methods and short cuts.</p>	<p>W.11-12.2 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.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.11-12.5 PRIORITY 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.)</p>	<p>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.</p> <p>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 <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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. texts, 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., <i>The Federalist</i>, presidential addresses]"). 	<p>CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>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.</p>

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<p><u>Language</u> 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)</p>		<p><u>Speaking and Listening</u> 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)</p>	
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary
<ul style="list-style-type: none"> ▪ Word Learning Strategies (WLS): as needed ▪ Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) ▪ Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> ▪ Time in Text (minimum 15 min.): twice per week ▪ Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> ▪ Content Writing (minimum 15 min.): twice per week ▪ DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> ○ Follow Teacher Guide for each daily routine ○ Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 52</p> <p><u>Content Vocabulary</u></p> <p>Transcendentalism, Individualism</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> ▪ Literary Analysis ▪ Content Writing ▪ Process Writing <p>Suggested end of Unit Performance Task Description: Inquiry:</p> <ul style="list-style-type: none"> ▪ 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: ▪ Preparation for, and execution, of Socratic Seminar. 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> ▪ AVID Note taking and annotation strategies ▪ Cornell Note taking Strategies ▪ Socratic Seminar preparation <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ Double-entry diary ▪ RAE (Respond, Analyze, Evaluate) ▪ Activate and clarify prior knowledge (p. 72) The Puritan Influence ▪ Class Discussion: Is American society still “puritan” in certain ways? <p>Extending the Learning:</p>	<p><i>Prentice Hall Literature - The American Experience A Growing Nation – p. 208</i></p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> ▪ “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) ▪ “The Fall of the House of Usher” p. 292 ▪ “The Minister’s Black Veil” p. 272 ▪ “Song of Myself” p. 428 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Monitor & Clarify ▪ Story Structure ▪ Summarize ▪ Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> ▪ Draw Inferences ▪ Fact/Opinion ▪ Note Details (Key) ▪ Theme ▪ Character ▪ Setting ▪ Plot <p>Other Prerequisites:</p>

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<ul style="list-style-type: none"> ▪ Small Group Discussions <p>Writing:</p> <ul style="list-style-type: none"> ▪ PCR related to class readings (to differentiate, the teacher can choose the specific texts to answer prompt or students can choose a text from the unit) <p>Sample prompt: Write ___ (informative/explanatory or compare/contrast) in which you analyze ___ (seventeenth-, eighteenth-, and/or nineteenth-century texts from this unit) for their themes, purposes, and rhetorical features.</p> <ul style="list-style-type: none"> ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<ul style="list-style-type: none"> ▪ Relate to other things they have read in class or contemporary events ▪ Performance Tasks – see p. 456 	<ul style="list-style-type: none"> ▪ “When I Heard the Learn’d Astronomer” p. 432 ▪ “I Hear America Singing” p. 433 ▪ “Man Listening to Disc” p. 403 ▪ “Because I Could Not Stop for Death” p. 408 <p>Preparing the Learner:</p> <ul style="list-style-type: none"> ▪ Connecting to Essential Question ▪ What makes American Literature “American?” (p. 9) ▪ How does literature shape or reflect society? (p. 11) 	<ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 3: The Human Spirit and the Natural World (4 Weeks – Oct. 19-Nov. 13)

Suggested Big Idea	Transcendentalism: the individual is at the center.				
21 st Century Inquiry Question from CAS	Which character from the current text do you most identify with and why?				
End of Unit Performance Task	Write an Argument Claim (thesis), Data (evidence), Warrant (conclusion/stance on argument)				
Graduate Competency	Discriminate and justify a position using traditional lines of rhetorical argument and reasoning. (CAS.Research and Reasoning.11.4.3)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>RL.11-12.7 PRIORITY Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Mathematical Practice Connections</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>I can make logical arguments and respond to the mathematical thinking of others.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows form and supports the argument presented.</p> <p>W.11-12.5 PRIORITY 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.)</p>	<p>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.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (include Shakespeare as well as other authors.)</p>	<p>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.</p> <p>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.</p> <p>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, sarcasm, irony, or understatement).</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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").</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>	<p>CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p>

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<p><u>Language</u> 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)</p>		<p><u>Speaking and Listening</u> 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)</p>	
<p>Suggested Daily Routines – Beginning of the Period</p>	<p>Suggested Daily Routines – End of the Period</p>	<p>Writing Instruction</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 53</p> <p><u>Content Vocabulary</u> dialect, vernacular, colloquialism, diction, dialogue</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> Examine how authors express their individualism through their writing Analyze how multiple events and experiences in someone’s life carry a particular theme. Read “The Song of Myself”, p. 428. How does this poem express individualism? Read “Dust Tracks on a Road,” pp. 930 - 931 Why is this story relevant today? Literary Analysis Philosophical Chairs 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> Connecting to Essential Question How does literature shape or reflect society? Is it difficult to be true to oneself? <p>Interacting with the Text:</p> <ul style="list-style-type: none"> Activate and clarify prior knowledge (pp. 360-361) Literary History: Transcendentalism Small Group Discussion: How much power do formal institutions have in our society? In what way do individuals make a difference in our society? 	<p><i>Prentice Hall Literature: The American Experience - The Human Spirit and the Natural World – p. 360</i></p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> From “Walden”: p. 378 – essay - themes across centuries “Water on Tap”: p. 393 – expository text From “Song of Myself”: p. 428 – poem “Thoreau-Wabanaki Trail”: p. 398 – contemporary connection – photographs 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> Monitor & Clarify Story Structure Summarize <p>Reading Skills:</p> <ul style="list-style-type: none"> Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot <p>Other Prerequisites:</p> <ul style="list-style-type: none"> Implicit/Explicit

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<ul style="list-style-type: none"> ▪ Small Group Discussion: How do we express individualism? <p>End of Unit Performance Task Description:</p> <p>Argument Essay Prompt: Is Transcendentalism relevant 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)).</p> <ul style="list-style-type: none"> ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<p>Extending the Learning:</p> <ul style="list-style-type: none"> ▪ See Performance Tasks – see p. 456 ▪ ACT/SAT Prep – see pp. 452 – 455 . ▪ See Research Project: Primary Sources, p. 614 ▪ Make a museum-style exhibit about the Westward Expansion, p. 624 	<ul style="list-style-type: none"> ▪ “America’s Epic”: page 4 “America’s Epic”: p. 437 – Literary Criticism 	<ul style="list-style-type: none"> ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 4: The Frontier (4 Weeks – Nov. 16-Dec. 17)

Suggested Big Idea	America transformed from a mostly agricultural nation to a modern industrial power.				
21 st Century Inquiry Question from CAS	What is the greatest authoritative position from which to write for a specific purpose?				
End of Unit Performance Task	Research Project				
Graduate Competency	Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions. (CAS.Research and Reasoning.11.4.1)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>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.</p> <p>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.</p>	<p>Literacy Connections</p> <p>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.</p> <p>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.</p> <p>Mathematical Practice Connections</p> <p>8. Look for and express regularity in repeated reasoning.</p> <p>I can notice when calculations are repeated. Then, I can find more general methods and short cuts.</p>	<p>W.11-12.5 PRIORITY 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.)</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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 <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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”).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p>

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<p>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)</p>		<p>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)</p>	
<p>Suggested Daily Routines – Beginning of the Period</p>	<p>Suggested Daily Routines – End of the Period</p>	<p>Writing Instruction</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 54 <u>Content Vocabulary</u> dialogue, imagist, Imaginism</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> How does Mark Twain’s portrayal of America define our national character? 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> 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? <p>Interacting with the Text:</p>	<p>Women’s Roles Preparing the Learner: Textbook <i>Prentice Hall Literature: Literature of the Civil War and the Frontier (1850 – 1914)</i></p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> 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 non-fiction, p. 517 “Slave Narratives”, Frederick Douglass, p. 526 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> Monitor & Clarify Story Structure Summarize Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot <p>Other Prerequisites:</p>

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<ul style="list-style-type: none"> ○ 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? <p>End of Unit Performance Task Description:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ See Research Project: Primary Sources, p. 614 ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<ul style="list-style-type: none"> ▪ Why did Americans travel to the West not knowing what challenges they faced? <p>Extending the Learning:</p> <ul style="list-style-type: none"> ▪ See Performance Tasks p. 684 ▪ Make a museum-style exhibit about the Westward Expansion, p. 624 ▪ ACT/SAT Prep – pp. 680 -684 	<ul style="list-style-type: none"> ▪ “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 	<ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 5 “Disillusion, Defiance, and Discontent” (6 Weeks –Jan. 5-Feb. 12)

Suggested Big Idea	America gained power and lost innocence.				
21 st Century Inquiry Question from CAS	How might this story have been different with another setting?				
End of Unit Performance Task	DISTRICT COMMON ASSESSMENT: Compare/Contrast the American Dream from the 1920s to modern day.				
Graduate Competency	Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts. (CAS.Reading for All Purposes.11.2.1)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>RL.11-12.7 PRIORITY Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Mathematical Practice Connections</p> <p>7. Look for and make use of structure.</p> <p>I can see and understand how numbers and spaces are organized and put together as parts and wholes.</p>	<p>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.)</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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”).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>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.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (include Shakespeare as well as other authors.)</p>	<p>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.</p> <p>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.</p> <p>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, sarcasm, irony, or understatement).</p>	<p>CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p>

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<p>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)</p>		<p>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)</p>	
<p>Suggested Daily Routines – Beginning of the Period</p> <ul style="list-style-type: none"> Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) Specific Word Instruction (SWI): as determined by teacher 	<p>Suggested Daily Routines – End of the Period</p> <ul style="list-style-type: none"> Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	<p>Writing Instruction</p> <ul style="list-style-type: none"> Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	<p>Vocabulary</p> <p>Resource: Word Within Word List 55</p> <p>Content Vocabulary</p> <p>Harlem Renaissance, colloquial diction</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> 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 authors; for example, Faulkner and William Carlos Williams Philosophical Chairs <ul style="list-style-type: none"> 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? 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> 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. Class Discussion: Discuss what values, attitudes, and ideas grew from these events. Introducing the Essential Questions: <ul style="list-style-type: none"> What is the relationship between literature and place? How does literature shape or reflect society? 	<p>Textbook <i>Prentice Hall Literature: Disillusion, Defiance, and Discontent</i> (1914 – 1945)</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> “The Love Song of J. Alfred Prufrock.” T.S. Eliot, poem – p. 708 “Winter Dreams,” F. Scott Fitzgerald, short story – p. 730 “The Turtle,” from <i>The Grapes of Wrath</i> (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 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> Monitor & Clarify Story Structure Summarize Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot <p>Other Prerequisites:</p>

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<ul style="list-style-type: none"> ○ 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? <p>End of Unit Performance Task Description: (DISTRICT COMMON ASSESSMENT)</p> <p>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.</p> <ul style="list-style-type: none"> ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric ▪ Students should reference texts being used in individual classrooms. 	<ul style="list-style-type: none"> ▪ What make American literature” American”? <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ www.PHLitOnline.com – teacher’s choice for video information on: ▪ Author ▪ Get Connected ▪ Historical Background ▪ Interactive journals, graphic organizers, tutorials <p>Extending the Learning:</p> <ul style="list-style-type: none"> ▪ See Performance Tasks – p. 960 ▪ ACT/SAT Prep – pp. 956 - 959 	<ul style="list-style-type: none"> ▪ 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 <p>Suggestions for Novel:</p> <ul style="list-style-type: none"> ▪ <i>The Great Gatsby</i>, F. Scott Fitzgerald ▪ <i>As I Lay Dying</i>, William Faulkner ▪ <i>A Farewell to Arms</i>, Ernest Hemingway ▪ <i>Their Eyes Were Watching God</i>, Zora Neale Hurston ▪ <i>Our Town: A Play in Three Acts</i>, Thornton Wilder 	<ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 6: The Harlem Renaissance (2 Weeks – Feb. 16-Feb. 29)

Suggested Big Idea	African American artists gained recognition for their writing about their culture.				
21 st Century Inquiry Question from CAS	When people’s ideas are challenged, does their ego or instinct respond first?				
End of Unit Performance Task	Speech				
Graduate Competency	Use language appropriate for purpose and audience. (CAS.Oral Expression and Listening.11.1.1)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>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).</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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.</p> <p>Mathematical Practice Connections</p> <p>7. Look for and make use of structure.</p> <p>I can see and understand how numbers and spaces are organized and put together as parts and wholes.</p>	<p>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.</p> <p>W.11-12.9 PRIORITY Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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”).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>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.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (include Shakespeare as well as other authors.)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p>

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<p><u>Language</u> 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)</p>		<p><u>Speaking and Listening</u> 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)</p>	
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary
<ul style="list-style-type: none"> ▪ Word Learning Strategies (WLS): as needed ▪ Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) ▪ Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> ▪ Time in Text (minimum 15 min.): twice per week ▪ Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> ▪ Content Writing (minimum 15 min.): twice per week ▪ DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> ○ Follow Teacher Guide for each daily routine ○ Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 56</p> <p><u>Content Vocabulary</u></p> <p>characterization, author’s style, social commentary, imagery, narrative, beliefs, values, perspectives, mood, tone, theme, conflict, identity (individual/group), attitudes, point of view, perceptions, figurative language, interpretation</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> ▪ Persuasive Essay ▪ Philosophical Chairs <ul style="list-style-type: none"> ○ What are the connections 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.) 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> ▪ Introducing the Essential Questions: ▪ 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. ▪ What is the relationship between literature and place? <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ Class discussion: Discuss what values, attitudes, and ideas grew from these events? 	<p>Textbook <i>Prentice Hall Literature: Disillusion, Defiance, and Discontent (1914 – 1945)</i> Harlem Renaissance, p. 896</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Monitor & Clarify ▪ Story Structure ▪ Summarize ▪ Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> ▪ Draw Inferences ▪ Fact/Opinion ▪ Note Details (Key) ▪ Theme ▪ Character ▪ Setting

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<p>Suggested End of Unit Performance</p> <p>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.</p> <ul style="list-style-type: none"> Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<ul style="list-style-type: none"> www.PHLitOnline.com – teacher’s choice for video information on: Author <ul style="list-style-type: none"> Get Connected <p>Extending the Learning:</p> <ul style="list-style-type: none"> Research Project on the Harlem Renaissance (use primary and secondary sources) 	<ul style="list-style-type: none"> “Dust Tracks on a Road” by Nora Neale Hurston Excerpts from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston <p>Suggestions for Novel:</p> <ul style="list-style-type: none"> <i>The Great Gatsby</i>, F. Scott Fitzgerald <i>As I Lay Dying</i>, William Faulkner <i>A Farewell to Arms</i>, Ernest Hemingway <i>Their Eyes Were Watching God</i>, Zora Neale Hurston <i>Our Town: A Play in Three Acts</i>, Thornton Wilder 960 ACT/SAT Prep – pages 956 - 959 	<ul style="list-style-type: none"> Plot <p>Other Prerequisites:</p> <ul style="list-style-type: none"> Implicit/Explicit Central Idea Connotation Denotation Figurative Language Tone Analogy Allusion
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11th grade American Literature Unit 7: Prosperity and Protest (4 Weeks & Testing – Mar. 1-Apr. 15)

Suggested Big Idea	An era that began with booming consumer economy ended with a spirit of revolution.				
21 st Century Inquiry Question from CAS	Does a periodical's headline affect an argument differently?				
End of Unit Performance Task	Analytical Essay				
Graduate Competency	Write with a clear focus, coherent organization, sufficient elaboration, and detail. (CAS.Writing and Composition.11.3.1)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>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.</p> <p>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.</p>	<p>Literacy Connections</p> <p>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.</p> <p>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.</p> <p>Mathematical Practice Connections</p> <p>8. Look for and express regularity in repeated reasoning.</p> <p>I can notice when calculations are repeated. Then, I can find more general methods and short cuts.</p>	<p>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.)</p> <p>W.11-12.9 PRIORITY Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>	<p>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.</p> <p>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 <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p>

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<p><u>Language</u> 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)</p>		<p><u>Speaking and Listening</u> 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)</p>	
<p>Suggested Daily Routines – Beginning of the Period</p>	<p>Suggested Daily Routines – End of the Period</p>	<p>Writing Instruction</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> ▪ Word Learning Strategies (WLS): as needed ▪ Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) ▪ Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> ▪ Time in Text (minimum 15 min.): twice per week ▪ Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> ▪ Content Writing (minimum 15 min.): twice per week ▪ DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> ○ Follow Teacher Guide for each daily routine ○ Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 57</p> <p><u>Content Vocabulary</u> characterization, author’s style, social commentary, imagery</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> ▪ Research paper/ projects <p style="text-align: center;">End of Unit Performance Task Description:</p> <p>Sample Prompt: Analyze how the values and attitudes of this era are expressed in American literature in the following areas: diversity, non-fiction, 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</p>	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> ▪ Introducing the Essential Questions: ▪ The Post-War Era ▪ Activate and clarify prior knowledge: Historical background – pp. 966 – 970 <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ 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 <p style="text-align: center;">Extending the Learning:</p>	<p><i>Prentice Hall Literature: Prosperity and Protest (1945 – 1970) p. 965</i></p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> ▪ “The Life You Save May be Your Own,” Flannery O’Conner, short story, 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. 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Monitor & Clarify ▪ Story Structure ▪ Summarize ▪ Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> ▪ Draw Inferences ▪ Fact/Opinion ▪ Note Details (Key) ▪ Theme ▪ Character ▪ Setting ▪ Plot <p style="text-align: center;">Other Prerequisites:</p>

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<p>how these central ideas interact and build on one another to provide a complex analysis. Provide an objective summary of the text.</p> <ul style="list-style-type: none"> ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<ul style="list-style-type: none"> ▪ 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 		<ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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11th grade American Literature Unit 8: New Voices, New Frontiers (4 Weeks – Apr. 18-May20)

Suggested Big Idea	Globalization connects the world economically, environmentally, and culturally.				
21 st Century Inquiry Question from CAS	How does living in the 18 th and 19 th centuries compare with life in the 21 st Century?				
End of Unit Performance Task	Group Presentation (multimedia)				
Graduate Competency	Demonstrate skill in inferential and evaluative listening. (CAS.Oral Expression and Listening.11.1.2)				
CCSS Reading Priority Standards	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting Standards	College & Career Readiness Connection
<p>RI.11-12.8 PRIORITY 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 (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>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.</p>	<p>Literacy Connections</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Mathematical Practice Connections</p> <p>8. Look for and express regularity in repeated reasoning.</p> <p>I can notice when calculations are repeated. Then, I can find more general methods and short cuts.</p>	<p>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.)</p>	<p>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.</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>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.</p>

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<p><u>Language</u> 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)</p>		<p><u>Speaking and Listening</u> 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)</p>	
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary
<ul style="list-style-type: none"> ▪ Word Learning Strategies (WLS): as needed ▪ Word Within a Word (WWW): focus on word parts (<i>not on the specific words</i>) ▪ Specific Word Instruction (SWI): as determined by teacher 	<ul style="list-style-type: none"> ▪ Time in Text (minimum 15 min.): twice per week ▪ Closure/Ticket Out/Reflection (3 min.): Daily 	<ul style="list-style-type: none"> ▪ Content Writing (minimum 15 min.): twice per week ▪ DGP Embedded authentically within Writing (7 – 10 min.): Daily <ul style="list-style-type: none"> ○ Follow Teacher Guide for each daily routine ○ Be sure to note the Weekly Focus 	<p>Resource: Word Within Word List 58</p> <p><u>Content Vocabulary</u> beliefs, values, perspectives, mood, tone, identity (individual/group), attitudes, point of view, perceptions, interpretation</p>

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
<p>Suggested Formative Assessments: Research Paper/Project Suggested research questions: Inquiry:</p> <ul style="list-style-type: none"> ▪ 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)? 	<p>Preparing the Learner:</p> <ul style="list-style-type: none"> ▪ 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 <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ Class discussion: What values, attitudes, and ideas changed during this volatile period? 	<p><i>Prentice Hall Literature: Prosperity and Protest (1945 – 1970) p. 1277</i></p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> ▪ “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 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Monitor & Clarify ▪ Story Structure ▪ Summarize ▪ Word Learning Strategies <p>Reading Skills:</p> <ul style="list-style-type: none"> ▪ Draw Inferences ▪ Fact/Opinion ▪ Note Details (Key) ▪ Theme ▪ Character ▪ Setting ▪ Plot

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<p>End of Unit Performance Task Description:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ Score using PARCC Research Simulation Task and Literary Analysis Task Rubric 	<p>Extending the Learning:</p> <ul style="list-style-type: none"> ▪ See Performance Tasks pp. 1464 ▪ Writer’s Workshop – Writing a Short Story – use as template for their personal narrative (non-fiction) pp. 1448 - 1455 	<ul style="list-style-type: none"> ▪ “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 	<p>Other Prerequisites:</p> <ul style="list-style-type: none"> ▪ Implicit/Explicit ▪ Central Idea ▪ Connotation ▪ Denotation ▪ Figurative Language ▪ Tone ▪ Analogy ▪ Allusion
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Appendices

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 Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i> is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion;

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	<ul style="list-style-type: none"> establishes and maintains an effective style, attending to the norms and conventions of the discipline 	<ul style="list-style-type: none"> establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. 	<ul style="list-style-type: none"> has a style that is somewhat effective, generally attending to the norms and convention of the discipline 	<ul style="list-style-type: none"> has a style that has limited effectiveness, with limited awareness of the norms of the discipline. 	<ul style="list-style-type: none"> 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>

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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	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas; • establishes and maintains an effective style, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is mostly effectively developed with narrative elements and is mostly appropriate to the task • demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer’s progression of ideas; • establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is somewhat appropriate to the task; • demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious; • has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear; • has a style that has limited effectiveness, with limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

PARCC Rubric (2014). Retrieved from <https://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%202029%20Rubric%20Final.pdf>

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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 unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable 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%202029%20Rubric%20Final.pdf>

Six Types of Scaffolding Definitions

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

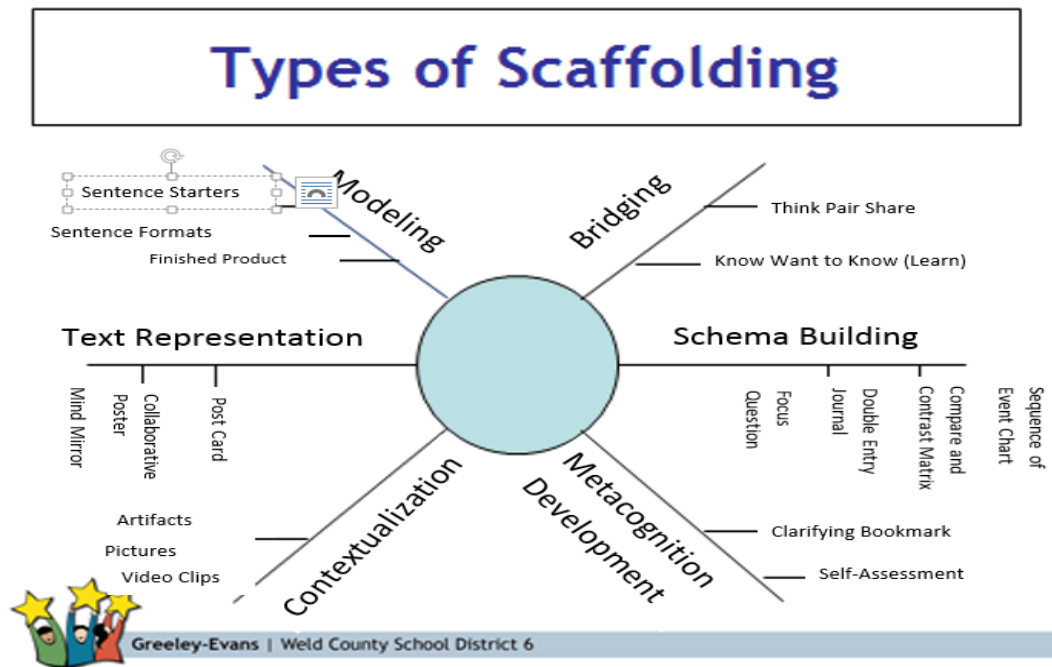
Examples:

- * 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



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QTEL Tasks	AVID Strategies	Scaffolds: Purpose	Moments of a Lesson		
			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	
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	

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

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