ELA COMMON CORE CURRICULUM UNIT #4 GRADE 11 THE THINGS THEY CARRIED
North Smithfield School Department

TITLE OF UNIT: *The Things They Carried*   **GRADE : 11**

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME: s**everal weeks, quarter, semester

OVERVIEW OF UNIT:

During this unit, students will explore Modern and Post-Modern American culture. Through an analysis of *The Things They Carried*, students will develop an understanding of the controversy and political strife caused by the Vietnam War and its subsequent effect on society and the individual. Students will examine a variety of modern and post-modern literature, poetry, art, music, and/or other modes of expression to develop an understanding of modern and post-modern man.

Students will meet a variety of Common Core reading, writing, speaking and listening, and language standards during this unit. They will produce either an argumentative or informative essay as well as various narrative pieces. Students will be required to analyze, evaluate and synthesize source material, exploring the essential questions and quotes through critical literary analysis.

ESSENTIAL QUESTIONS
What is metafiction?
What is truth?
How does the splintering of various movements within the American Culture contribute to the alienation of modern and post-modern man?
How does O'Brien's writing style (rhetoric) shape the organizational structure and tone of the text?

What is the impact of war on the psyche, individually and collectively?

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10 Literature & Informational	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
☐ Key Ideas and Details	☐ Text Types and Purposes	☐ Comprehension and Collaboration	☐ Knowledge of Language
☐ Craft and Structure	☐ Production and Distribution	☐ Presentation of Knowledge and Ideas	☐ Vocabulary Acquisition Use
☐ Integration of Knowledge	☐ Research to Build and Present Knowledge		
☐ Range of Reading	☐ Range of Writing		

FOCUS ELA STANDARDS:

Reading Literary
- ☐ Strong and thorough textual evidence and inferences   RL 11-12.1
- ☐ Two or more themes or central ideas and analyze, objective summary **RL I 11-12.2**
- ☐ Author's choices, elements of a story **RL 11-12.3**
- ☐ Meaning of words and phrases, including figurative and connotative meanings **RL 11-12.4**
- ☐ Author's choice (style, literary elements) **RL 11-12.5**
- ☐ Grasping point of view or cultural experiences **RL 11-12.6**
- ☐ Multiple interpretations   **RL 11-12.7**
- ☐ 18th, 19th, 20th Century foundational work of American literature **RL 11-12.9**
- ☐ Read and comprehend literature independently (Lexile 1080-1305)   RL 11-12.10

Reading Informational
- ☐ Strong and thorough textual evidence and inferences **RL11-12.1**
- ☐ Two or more themes or central ideas and analyze, objective summary **RL 11-12.2**
- ☐ Complex set of ideas of a text **RL 11-12.3**
- ☐ Meaning of words and phrases, including figurative and connotative meanings **RL 11-12.4**
- ☐ Effectiveness of the structure and author uses **RL 11-12.5**
- ☐ Author's Points of view or purpose **RL 11-12.6**
- ☐ Multiple sources of information presented in different media or format **RL 11-12.7**
- ☐ Read and comprehend literature independently (Lexile 1080-1305)   RL 11-12.10

Writing
- ☐ Argument **W.11-12.1**
- ☐ Informative **W.11-12.2**
- ☐ Narrative **W.11-12.3**
- ☐ Clear and coherent writing **W.11-12.4**

- ☐ Strengthen writing/writing process **W.11-12.5**
- ☐ Technology **W.11-12.6**
- ☐ Short/sustained research **W.11-12.7**
- ☐ Evidence from literary and informational texts **W.11-12.9**
- ☐ Write routinely on-demand and extended   W.11-12.10

Speaking and Listening
- ☐ Collaborative discussion SL.11-12.1
- ☐ Multiple sources of information SL.11-12.2
- ☐ Evaluate speaker's point of view SL 11-12.3
- ☐ Present information, findings, and supporting evidence SL.11-12.4
- ☐ Strategic use of digital material SL.11-12.5
- ☐ Adapt speech to a variety of contexts   SL 11-12.6

Language
- ☐ Command of the conventions of English grammar L.11-12.1
- ☐ Command of standard English capitalization, punctuation, spelling L.11-12.2
  - o   Hyphenation conventions
  - o   spell correctly
- ☐ Function of language in different contexts L.11-12.3
  - o   Vary syntax for effect
- ☐ Meaning of unknown and multiple meaning words **L.11-12.4**
  - o   context clues
  - o   patterns of word changes
  - o   reference materials
  - o   preliminary determination of the meaning of a word or phrase
- ☐ Figurative language, word relationships, and nuances **L.11-12.5**
- ☐ Grade-appropriate academic and domain-specific words **L.11-12.6**

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Applied Learning Standards:

problem solving   communication   critical thinking   research   reflection/ evaluation

Expectations for Student Learning (High School only):

- Students will understand the genre of metafiction and reflect upon the concept of "truth."

- Students will develop an understanding of the controversy and political strife caused by the Vietnam War and its subsequent effect on post-modern society and the individual.

- Students will understand how author's use various rhetorical strategies in order to convey meaning.

PRIOR KNOWLEDGE:

- Basic understanding of The Vietnam War/Era.

- Basic understanding of the social and political climate of America in the 1960s and early 1970s.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

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.

Guiding Questions
- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- What evidence (textual or informational) most strongly supports your analysis?
- What uncertainties remain?
- What additional information is needed to address uncertainties?

Essential Knowledge and Skills
- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using textual evidence
- Determine matters of uncertainties

PARCC Evidence
- Provides strong and thorough textual evidence to support analysis of what the text says explicitly.
  (1) **PARCC Evidence**
- Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) **PARCC Evidence**
- Provides a determination of where the text leaves matters uncertain. (3) **PARCC Evidence**

Academic Vocabulary
- Ambiguous
- Analysis
- Cite
- Explicitly
- Inference
- Textural evidence
- Vague

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.

Guiding Questions
- Which themes/central ideas can you identify in the texts?
- How do the themes/central ideas interact and build on one another throughout the text?
- How can you objectively summarize the text?
- Which detail, or event, first presented an indication of the theme/central idea?
- Identify additional details that shaped each theme or central idea?
- Is one theme/central idea more significant than another? Why?

Essential Knowledge and Skills
- Identify central ideas or themes

Academic Vocabulary
- Analyze
- Central ideas
- Complex account
- Development
- Interact
- Objective summary
- Themes

- Analyze theme /central idea development
- Identify interactions and how they build on one another
- Provide an objective summary
- Interpret theme and how it relates to character relationships
PARCC Evidence
- Provides a statement of two or more themes or central ideas of a text. (1) **PARCC Evidence**
- Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. (2) **PARCC Evidence**
- Provides an objective summary of a text. (3) **PARCC Evidence**

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).

Guiding Questions
- How does the author develop the setting, plot or character?
- What is the impact of the author's choices regarding his development of the story elements?
- What statement (s), or actions (s), lead to a shift in advancement in the events of the story?
- What archetype, or model, is found in the work?

Essential Knowledge and Skills
- Analyze author's choices and how those choices impact text development
- Trace introductions and development of various literary elements
- Identify literary archetypes present in the text

PARCC Evidence
- Provides an analysis of the impact of an 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). (1) **PARCC Evidence**

Academic Vocabulary
- Analyze
- Archetype
- Author's choice
- Develop
- Impact
- Literary elements
- Relate

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.)

Guiding Questions
- Which of the following phrases are figurative?
- Which of the following phrases are connotative?
- How would the meaning change if _____was replaced
- with _____?
- hat figurative words could be added to change the tone?
- Select three words or phrases and analyze how they represent _____. (fresh, engaging, beauty)
- What impact does this specific word choice have on the meaning?
- Which of the following phrases are denotative?

Essential Knowledge and Skills
- Identify and interpret figurative word use
- Identify and interpret connotative word use
- Determine the tone of a piece of literature
- Identify multiple meanings of a word or phrase by analyzing the context in which it is used
- Determine personal standards of "beauty" in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)

PARCC Evidence
- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (1) **PARCC Evidence**

Academic Vocabulary (see additional vocabulary below
- Aesthetic
- Analyze
- Beautiful
- Connotative
- Denotation
- Diction
- Figurative
- Fresh engaging
- Impact
- Meaning and tone
- Word choices

adynaton
allegory
alliteration
allusion
anaphora

- genre
- hyperbole
- imagery
- irony (verbal, situational, dramatic) *The Crucible* (R)
- juxtaposition

- parallelism
- pastiche - *The Things They Carried* (R)
- point of view
repetition
- similes

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

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- aporia
- conceit
- consonance
- colloquialism
- diction
- flashback

- lyric poetry
- metafiction - *The Things They Carried* (R)
- metaphor
- metonymy - *The Scarlet Letter* (R), Nathaniel Hawthorne, "Dr. Heidegger's Experiment" and " The Minister's Black Veil"
- mood
- motif - *The Great Gatsby* (R), *The Scarlet Letter* (R)
- onomatopoeia
- oxymoron
- paradox - *The Things They Carried (*R)

- symbolism
- synecdoche
- syntax
- theme
- tone

Grade 11 Literary concepts

- alienation
- American Dream
- assimilation
- bias

- idealism
- individualism
- hippies
- naturalism
- nostalgia
- perspective
- post-modernism

- pragmatism
- realism
- nationalism
- surrealism
- unreliable narrator

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.

Guiding Questions
- How would the story change if a given structural element was changed?
- How does the author use structural elements to develop an aesthetic impact?
- How does the author's choices regarding the order of events affect the overall narrative?

Essential Knowledge and Skills
- Analyze the structure of a text
- Analyze plot elements
- Evaluate the aesthetic impact of a text in terms of its structure
- Determine how structure impacts meaning of text

PARCC Evidence
- Provides an analysis of 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. (1) **PARCC Evidence**

Academic Vocabulary
- Aesthetic impact
- Author's choice
- Comedy/comedic
- Deconstruct
- Drama
- Structure
- Tragedy/tragic

RL.11-12.6   Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Guiding Questions
- Which form of irony is being used in this example?
- Why did the author use sarcasm here?
- From what point of view is the text written?
- What situation(s) or example indicates this is satire?
- Identify instances of sarcasm .
- What is the author's true point of view?
- How was satire/irony used to convey the point of view?

Essential Knowledge and Skills
- Analyze point of view
- Recognize and understand satire, sarcasm, irony , and understatement
- Analyze what is directly stated and distinguish from what is really meant?

PARCC Evidence
- Provides an analysis of 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). **(1) PARCC Evidence**

Academic Vocabulary
- Analyze
- Directly stated
- Distinguishing
- Grasp/Grasping
- Hyperbole
- Irony
- Point of view
- Really meant
- Sarcasm
- Satire
- Understatement

RL11-12.7   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).

Guiding Questions
- What is the source text?
- What is the theme of the story, drama or poem?
- What contrasting views did you discover from the interpretations?
- How do interpretations differ in various versions?

Essential Knowledge and Skills
- Analyze multiple interpretations of a story, drama, or poem
- Evaluate (judge) how each version interprets the source text
- Analyze subject and scene representation
- Understand various types of artistic mediums
- Analyze at least one play by Shakespeare and/or one play an American dramatist

PARCC Evidence

Academic Vocabulary
- Analyze
- Dramatist
- Evaluating
- Medium (artistic)
- Multiple interpretation
- Source text
- Version

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.

Guiding Questions
- Why is this document considered a foundational work of American literature?
- What is the underlying theme/topic of this text?   Use evidence to support your response
- How does the treatment of the themes/topics differ in the two texts?

Essential Knowledge and Skills
- Identify foundational works of American literature (18th, 20th
- Compare multiple works with similar themes/topics

PARCC Evidence
- Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth century foundational works of American literature, or two early-twentieth-century   foundational works of American literature treat similar themes or topics. (1) **PARCC Evidence**

Academic Vocabulary
- Document
- Foundational work
- Period
- Themes
- Topics

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   (Lexile rates 1215–1355) with scaffolding as needed at   the high end of the range.

Guiding Questions

Essential Knowledge and Skills
- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.

Academic Vocabulary
- Comprehend
- Scaffolding
- Text complexity

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.

Guiding Questions
- What is stated explicitly in the text?
- What inferences can you draw from specific textual evidence?
- What evidence is most supportive of your analysis?
- Where does the text leave matters uncertain?
- What additional information is necessary in order to determine matters left uncertain?

Essential Knowledge and Skills
- Analyze the text
- Identify what is explicitly stated in the text
- Infer additional information from a text
- Determine uncertainties in the text

PARCC Evidence

Academic Vocabulary
- Analysis
- Cite
- Determine matters
- Explicitly
- Inferences
- Left uncertain
- Through textural evidence

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1) **PARCC Evidence**
- Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) **PARCC Evidence**
- Provides strong and through textual evidence with a determination of where the text leaves matters uncertain. (3) **PARCC Evidence**

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.

Guiding Questions
- What are the central ideas of the text?
- How are the central ideas developed?
- How do the central ideas interact and build on each other throughout the text?
- Which elements help to develop the central ideas of the text?
- How would you objectively summarize the text?

Essential Knowledge and Skills
- Identify multiple central ideas
- Analyze development of central ideas
- Analyze how central ideas interact and build on each other
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary of text

PARCC Evidence
- Provides a statement of two or more central ideas of a text. (1) **PARCC Evidence**
- Provides an analysis of the development over the course of the text of how two or more central ideas interact and build on one another to produce a complex account. (2) **PARCC Evidence**
- Provides an objective summary of a text. (3) **PARCC Evidence**
- Determines the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (4) **PARCC Evidence**

Academic Vocabulary
- Analyze
- Central ideas
- Cite
- Complex analysis
- Determine
- Development
- Evidence
- Interact
- Objective summary

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.

Guiding Questions
- Analyze the development of the ideas in the text.
- Identify the sequence of events in the text.
- How does the interaction of individuals/events/ideas develop over the course of the text?
- What makes the set of ideas/sequence of events complex?

Essential Knowledge and Skills
- Analyze a complex set of ideas, individuals, and events
- Trace development of ideas, individuals, events
- Explain the interaction and development of individuals, ideas, or events in the text

PARCC Evidence
- Provides an analysis of a complex set of ideas. (1) **PARCC Evidence**
- Provides an analysis of a sequence of events. (2) **PARCC Evidence**
- Provides an explanation of how specific individuals interact and develop over the course of the text. (3) **PARCC Evidence**
- Provides an explanation of how specific ideas interact and develop over the course of the text. (4) **PARCC Evidence**
- Provides an explanation of how specific events interact and develop over the course of the text. (5) **PARCC Evidence**

Academic Vocabulary
- Analyze
- Complex set of ideas
- Course of the text
- Develop over time
- Interact
- Sequence of events

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*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

RI.11-12.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Guiding Questions
- What are the connotative meanings of words in the text?
- What technical meanings are required and used in text?
- How does the meaning of a particular word change over the course of a text?
- Which words are used repeatedly and impact the meaning of the text?
- What figurative language did the author use to state ideas in a vivid and imaginative way?
- What technical terms did the author use, and why were these important?
- What are the denotative meanings of words in the text?
- What are the figurative meaning of words in the text

Essential Knowledge and Skills
- Recognize and interpret figurative language
- Understanding implied/connotative meanings of words
- Understand the use and meaning of technical terms
- Identify key terms in a text
- Analyze how the meaning of a word is refined over the course of a text

PARCC Evidence
- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) (1)   **PARCC Evidence**

Academic Vocabulary
- Connotative
- Denotative
- Determine
- Figurative
- Figures of speech
- Over the course of a text
- Refines the meaning

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.

Guiding Questions
- What text structure is used in the exposition or argument?
- Is the organization of the exposition or argument effective? Why or why not?
- What points does the author emphasize?
- Identify techniques that the author uses to convince and/or engage the reader.
- How do the text features assist the reader?

Essential Knowledge and Skills
- Analyze text structure
- Analyze the effectiveness of text structure
- Understand the nuances of exposition and argument

PARCC Evidence
- Provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument that includes whether the structure makes points clear, convincing and engaging. **(1) PARCC Evidence**

Academic Vocabulary
- Analyze
- Argument
- Effectiveness of the structure
- Engaging
- Evaluate
- Exposition
- Nuance
- Structure
- Text features

Literature/Informational
Grade 11
- Thomas Paine, "Common Sense" (rhetorical devices)

Grade 12
- Selected essays (rhetorical devices)

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.

Guiding Questions
- What is the author's point of view or purpose?
- How does the author skillfully use language (rhetoric) to appeal to and to influence the reader?
- Why is the content of the text important?
- How does the rhetoric contribute to the power and/or aesthetics of the text?

Essential Knowledge and Skills
- Determine author's point of view or purpose
- Analyze rhetorical devices

Academic Vocabulary
- Aesthetic
- Content
- Determine
- Ethos
- Logos
- Pathos
- Persuasive/persuade
- Point of view

- Understand persuasion
- Analyze style
- Analyze content
- Appreciate aesthetics of text

PARCC Evidence
- Provides a determination of an author's point of view or purpose in a text in which the rhetoric is particularly effective. (1) **PARCC Evidence**
- Provides an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (2) **PARCC Evidence**

- Purpose
- Rhetoric
- Style

Literature/Informational
Grade 11
- Chief Justice, "I Will Weep No More Forever" (ethos, logos, pathos)

Grade 12
- Winston Churchill (Ethos, Logos, Pathos)
- Mary Wollstonecraft (same)

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.

Guiding Questions
- Analyze how the information is formatted in each medium?
- Which details are emphasized in the different media?
- What information can be gleaned from each medium?
- Do the various sources of information share complimentary or congruent ideas?
- Analyze the connections among the various media?
- How does the use of a certain medium affect the presentation of ides?

Academic Vocabulary
- Congruent
- Evaluate
- Formats
- Glean
- Integrate
- Media
- Multiple sources
- Quantitative

-

Essential Knowledge and Skills
- Evaluate multiple sources of information in various media and formats (print, visual)
- Integrate and use multiple sources of information in various media and formats to address a question or solve a problem
- Express solutions in words as well as in other formats.

PARCC Evidence
- Provides an evaluation of 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. (1) **PARCC Evidence**

RI.11-12.10   By the end of grade 11, read and comprehend literary nonfiction in the   Grades 11–CCR text complexity band (Lexile rates 1215–1355) proficiently, with scaffolding as needed at the high end of the range.

Guiding Questions

Essential Knowledge and Skills
- Read independently with proficiency
- Comprehend literary nonfiction
- Comprehend complex vocabulary
- Read fluently
- Demonstrate reading comprehension

Academic Vocabulary
- Literary nonfiction
- Proficiently
- Scaffolding
- Text complexity

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.
   a.   Introduce precise **claim(s),** distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.   (W.11-12.1a)

   b.   Develop **claim(s)** and counterclaims fairly, supplying 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.   (W.11-12.1b)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between **claim(s)** and reasons, between reasons and evidence, and between **claim(s)** and **counterclaims**. (W.11-12.1c)

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. (W.11-12.1d)

e. Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1e)

Guiding Questions
- How can you clearly introduce your claim?
- What reasons/evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What counterclaims can be made? Have you addressed them fairly?
- How can you support your assertion by appealing to logic (reasoning)?
- Can you support your assertion by appealing to emotion? How?
- What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style?
- Is your tone objective?
- Does your concluding statement support the argument presented? Does it articulate the significance of the topic?

Essential Knowledge and Skills
- Analyze a substantive topic or text
- Introduce a precise claim
- Establish significance of claims
- Provide reasons and evidence from substantive text to support claim
- Identify and distinguish counterclaims
- Develop claims and counterclaims fairly
- Organize reasons and evidence in a logical manner
- Support assertions through appeal to logic or emotion
- Analyze and address audience considerations, values, and biases
- Determine relevance of evidence
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

PARCC Evidence
Development of Ideas
- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements1 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **PARCC Evidence**

Organization
- The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **PARCC Evidence**

Clarity of Language
- The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary. **PARCC Evidence**

Knowledge of Language and Conventions
- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

Academic Vocabulary
- Analysis
- Anticipate
- Arguments
- Biases
- Clarify
- Cohesion
- Concluding statement
- Counterclaims
- Ethos
- Evidence
- Formal style
- Legos
- Norms and conventions
- Objective tone
- Opposing claims
- Pathos
- Precise claim(s)
- Reasons
- Relevant and sufficient evidence
- Strengths and limitations of claims. counterclaims
- Substantive topics
- Support claim
- Syntax
- Valid reasoning

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.

a. 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. (W.11-12.2a)

b. 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. (W.11-12.2b)

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2c)

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d)

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.2e)

f. 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). (W.11-12.2f)

Guiding Questions
- How can you clearly introduce your topic?
- What information will you provide in your thesis statement?
- What organizational structure will best enable to you to convey your information?
- What facts/details/examples/quotations help to develop your topic?
- When and how can you use figurative language to express ideas?
- Do your transitions create cohesion among ideas and concepts?
- What makes your piece formal in style?
- Is your tone objective?
- Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Essential Knowledge and Skills
- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion among ideas and concepts
- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

PARCC Evidence
See PARCC EVIDENCE ABOVE FOR DETAILS
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary
- Analysis
- Clarify
- Cohesion
- Complex ideas
- Concepts
- Concluding statement
- Concrete details
- Convey
- Domain-specific vocabulary
- Effective selection
- Examine
- Extended definitions
- Formal style
- Formatting
- Graphic
- Informative/explanatory texts
- Multimedia
- Norms and conventions
- Objective tone
- Organization
- Precise language
- Quotations
- Relevant
- Techniques
- Transitions
- Unified whole

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.

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. (W.11-12.3a)

b. Use **narrative** techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.11-12.3b)

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 solution). (W.11-12. 3c)

d.   Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3d)

e.   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3e)

Guiding Questions
- What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
- What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- How can you use dialogue to convey the experience?
- How and where can the use of descriptive language assist in conveying the experience?
- Do the descriptive details provided effectively convey the experience?
- Does your conclusion reflect upon the resolution?

Essential Knowledge and Skills
- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Understand and establish a/multiple point(s) of view
- Establish multiple plot lines
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide a conclusion that reflects upon the resolution

PARCC Evidence
See PARCC EVIDENCE ABOVE FOR DETAILS
- Development of Ideas
- Organization
- Clarity of Language
Knowledge of Language and Conventions

Academic Vocabulary
- Coherent
- Convey vivid picture
- Description
- Dialogue
- Effective technique
- Engage
- Multiple plot lines
- Narratives
- Orient the reader
- Outcome/conclusion/resolution
- Pacing
- Point of view
- Precise words and phrases
- Reflection
- Sensory language
- Smooth progression
- Techniques
- Telling details
- Tone
- Well-chosen details
- Well-structured event

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 1–3 above).

Guiding Questions
- What form of writing does the prompt call for?
- What organizational structure will you use?
- What is the purpose for writing?
- Who is the audience?
- How will you organize and develop your thoughts before writing?
- Did you use vocabulary that is appropriate to your audience?
- Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

Essential Knowledge and Skills
- Understand various writing text types and their organizational structures
- Identify and understand the writing task and purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

PARCC Evidence
See PARCC EVIDENCE ABOVE FOR DETAILS
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary
- Argument
- Audience
- Claim
- Clear and coherent
- Counterclaim
- Descriptive language and details
- Development
- Evidence/proof
- Flashbacks
- Narrative
- Organization
- Purpose
- Sequence
- Style
- Task
- Tone
- Transitions

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

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)

Guiding Questions

- What is the purpose or focus of the piece? What aspects are most significant?
- How will you plan your writing piece?
- How does your planning outcome compare with your writing piece? Was something added/omitted? Why?
- What is the best title for this piece?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing convention errors?
- Where should you go if you need help editing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?

Essential Knowledge and Skills

- Understand and focus on purpose and audience
- Develop and use planning strategies
- Understand and utilize revision techniques
- Identify and edit issues in the writing
- Understand and use multiple writing approaches
- Receive and provide writing guidance

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Argument
- Audience
- Claim
- Clear and coherent
- Counterclaim
- Descriptive language and details
- Development
- Evidence/proof
- Flashbacks
- Narrative
- Organization
- Purpose
- Sequence
- Style
- Task
- Tone
- Transitions
- Writing process

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.

Guiding Questions

- What software will you use to create this document?
- How can the Internet serve as a tool for production, publication, and collaboration?
- What Internet links will you provide in your document?
- How do you correctly cite Internet links?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?
- What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- How will you collect and respond to feedback and new information?
- Have you efficiently and accurately presented the relationships between information and ideas?

Essential Knowledge and Skills

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6thgrade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Respond to ongoing feedback and new information
- Access and use the Internet
- Demonstrate proficiency utilizing specific software platform

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization

Academic Vocabulary

- Credible sources
- Feedback
- Format
- Multimedia
- Publish
- Software platform

- Clarity of Language
- Knowledge of Language and Conventions

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.

Guiding Questions

- What is your inquiry question?
- How will you find credible locate sources?
- What is the origin of the sources you are using?
- How do you correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent / complimentary?
- Does your inquiry question need to be altered as a result of your findings?
- Do you need to do additional research?
- How can you best summarize your findings?
- What did you learn from this inquiry?
- How can you best demonstrate your understanding of the topic?

Essential Knowledge and Skills

- Understand the research process
- Develop an inquiry question
- Conduct research drawing on several credible sources
- Refocus inquiry/generate additional questions when appropriate
- Synthesize information
- Cite a variety of sources

PARCC Evidence
See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Broaden
- Format
- Inquiry
- Narrow
- Organization
- Paraphrase
- Parenthetical citation
- Self-generated question
- Short research project
- Source
- Sustained research
- Synthesize
- Works cited

W.11-12.9   Draw evidence from **literary or informational texts** to support analysis, reflection, and research.
   a.   Apply grades 11-12 *Reading standards* to literature (e.g. "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (W,11-12.12.9a)
   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]"). (W,11-12.12.9b)

Guiding Questions

- What evidence can you draw from the passage to support your analysis or position?
- How does the author present the information?
- What similarities in the various texts do you notice?
- What conclusions can you make based on the text(s)?

Essential Knowledge and Skills

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research/reflection
- Recognize and understand organizational structures

PARCC Evidence
See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language

Academic Vocabulary

- Analysis/analyze
- Delineate
- Evidence
- Historical
- Literary or informational texts
- Primary sources
- Reflection
- Research
- Secondary sources
- Seminal
- Synthesize

- Knowledge of Language and Conventions

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 tasks, purposes, and audiences.

Guiding Questions
- How can you create an outline (with time frames) to facilitate/organize your writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- How will you address the audience's knowledge/perspective?

Essential Knowledge and Skills
- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

Academic Vocabulary
- Audience
- Purpose
- Reflection
- Research
- Revision
- Task
- Write routinely

SL.11-12.1   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

    a.   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1a)

    b.   Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (SL.11-12.1b)

    c.   Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue: clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1c)

    d.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d)

Guiding Questions
- What reading or research will you do in order to prepare for the discussion?
- What evidence from your research does your group need to hear?
- What are your group norms for discussion?
- How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?
- How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- Are you asking for clarification when there are details or evidence presented that you don't understand?
- How will you make sure that everyone's viewpoint is expressed during the discussion?
- When there are differences in opinion, how will you respond and justify your own viewpoint or reasoning?
- What appropriate kinds of responses might you make that let the speaker know that you respect his/her opinion, but that you don't agree with it?

Essential Knowledge and Skills
- Know how to initiate a discussion
- Use appropriate structures to build on the ideas of others.
- Prepare for discussions by reading and referring to the researched material
- Use civil, democratic discussions when working with peers
- Set goals, deadlines and roles for the group
- Pose and respond to questions in a manner that is open-ended and will propel conversations forward

Academic Vocabulary
- Articulation
- Collaborative discussions
- Collegial discussions
- Deepen/depth
- Divergent thinking
- Explicit evidence
- Initiate
- Participate
- Pose questions
- Propel conversation

- Create a system for presenting multiple positions on a topic or issue
- Create an environment where creative and divergent thinking are promoted/encouraged
- Understand organizational patterns that will help speech be coherent and logical
- Respond to diverse perspectives
- Evaluate the responses, and determine if additional information or research is required

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.

Guiding Questions
- What will be the topic of your presentation?
- How many sources will form the basis of the information you present?
- How will you integrate different forms of media: audio, text, animation, video, print?
- How will you evaluate the accuracy/credibility of your sources?
- How will the information presented be used find a solution to a problem?
- What decisions were made as a result of the information presented? Was there a change in thinking?
- Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

Essential Knowledge and Skills
- Gather information from multiple sources
- Integrate information from print and digital sources
- Evaluate the accuracy and credibility of sources
- Based on the accuracy/credibility of sources, make decisions and solve problems
- Understand diverse media formats (e.g., visually, quantitatively, and oral)

Academic Vocabulary
- Accurate information
- Credible sources
- Data
- Digital
- Discrepancies
- Diverse formats
- Informed decisions
- Integrate
- Media
- Orally
- Print
- Quantitatively
- Solve problems
- Valid
- Visually

SL.11-12.3   Evaluate a speaker's point of view, reasoning, and use of evidence and hetoric, assessing the stance and premises of links among ideas, word choice, points of emphasis, and tone used.

Guiding Questions
- Evaluate and explain the speaker's point of view.
- Determine the speaker's stance and analyze if the evidence supports the stance.
- Was the speaker's reasoning sound and logical?
- How did the speaker's choice of words influence the perception of the soundness of the points being made?
- Was the speaker's evidence credible?
- What rhetorical devices did the speaker use? Were they effective?
- Did the speaker appeal to emotion? Authority?
- Can you point out examples when the speaker tried to mislead his/her audience by using flawed reasoning?

Essential Knowledge and Skills
- Identify the speaker's point of view
- Evaluate the reasoning and use of evidence
- Identify the speaker's stance (pro/con; support/oppose)
- Know what premises the speaker wants the listener to assume are true
- Understand the difference between evidence and rhetoric
- Evaluate how the speaker links ideas to support his point of view
- Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

Academic Vocabulary
- Appeal to authority
- Elements of speech
- Emphasis
- Evaluate
- Evidence
- Links among ideas
- Point of view
- Premise
- Reasoning
- Rhetoric
- Stance
- Tone
- Word choice
- Word choice/diction

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 or formal and informal tasks.

Guiding Questions

Essential Knowledge and Skills
- Present information, findings, and evidence clearly using:
  o appropriate eye contact
  o adequate volume
  o clear pronunciation
- Plan and deliver a reflective presentation that:
  o explores a personal experience
  o uses sensory language
  o conveys a distinct perspective and line of reasoning
  o use appropriate narrative techniques
- Plan and present an argument that:
  o supports a claim with evidence
  o uses rhetorical devices
  o uses a variety of syntactical structures to link claims and evidence
  o is organized in a cohesive, logical manner

Academic Vocabulary
- Alternative or opposing perspectives
- Audience
- Convey
- Development
- Distinct
- Findings
- Formal and informal tasks
- Organization
- Perspective
- Reasoning
- Style
- Substance
- Supporting evidence
-

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.

Guiding Questions
- What digital media elements will you use in your presentation?
- How does this element enhance understanding?
- Where should you include this element?
- Would a different visual element be more effective?
- Does your media element emphasize your key points in your presentation?
- How does the use of media impact the audience and their view of your reasoning and evidence?
- What advantage does the use of digital media have over the use of print media in your presentation?

Essential Knowledge and Skills
- Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
- Strategically use digital media to emphasize key points or findings
- Understand the effect of each element on your audience
Use media to convey your reasoning and evidence used to support your point of view

Academic Vocabulary
- Audio elements
- Digital material
- Evidence
- Findings
- Graphical elements
- Interactive elements
- Reasoning
- Strategic
- Strategic use
- Textual elements
- Visual elements

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Guiding Questions
- Who is your audience?
- What is your task, or purpose?
- What adaptations will you make, since you are presenting to this specific audience
- Is your language appropriate for the context and speaking task?
- Have you avoided slang or filler words?
- Is your language and word choice precise and engaging enough to keep the listeners interested?
- Are your sentences varied?
- Can you substitute proper names and specific nouns to avoid confusion?
- Can you vary the lengths of your sentences to vary pace and tempo?

Essential Knowledge and Skills
- Identify the audience
- Identify context or situation
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words,

Academic Vocabulary
- Adapt speech
- Context
- Situation
- Audience
- Task
- Purpose
- Formal English

and speak using an appropriate volume and rate.)
- Understand the difference between formal and informal presentations
- Understand task (i.e.; persuade, to explain, to describe, or to entertain)

L.11-12.1 Demonstrate command of the **conventions of standard English grammar** and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1a)
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage,*
- c. *Garner's Modern American Usage*) as needed. (L.11-12.1b)

Guiding Questions
- Is this sentence grammatically correct? How can it be improved?
- Has this convention changed over time? How does current usage differ from that of the past?
- What reference material might you consult when unsure of a complex usage issue?

Essential Knowledge and Skills
- Demonstrate a command of English grammar and diction
- Understand the difference between formal and informal register
- Use reference materials to resolve usage questions

Academic Vocabulary
- Convention(s)
- Grammar
- Usage

Literature/Informational
Grades 11-12
- *Grammar Guide*
  http://grammar.ccc.commnet.edu/grammar/
- Info:
  http://grammar.ccc.commnet.edu/grammar/clauses.htm
- http://owl.english.purdue.edu
- assessed as needed

L.11-12.2 Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling** when writing.
- a. Observe hyphenation conventions (L.11-12.2a)
- b. Spell correctly (L.11-12.2b)

Guiding Questions
- When do you use a hyphen?
- Provide an example of the use of hyphenation after a prefix.
- Provide an example of the use of hyphenation in compound adjectives.
- Provide an example of the use of hyphenation in compound nouns.
- Have you proofread your paper for misspellings and proper punctuation?
- Does your writing follow the conventions of capitalization?

Essential Knowledge and Skills
- Understand and correctly use English conventions
- Understand when to use hyphenation
- Know the resources available with information on when to use hyphenation
- now spelling conventions of standard English

Academic Vocabulary
- Conventions
- Hyphenation
- Standard English

Literature/Informational
Grades 11-12
- http://owl.english.purdue.edu

L.11-12.3   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
- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3a)

Guiding Questions
- What is the context of this piece? Is the style appropriate?
- Does the word choice clearly convey meaning? Give an example.
- How does the syntax assist in conveying meaning?
- How might you vary the syntax if writing in a different style?
- What reference materials might you consult for syntax guidance?

Essential Knowledge and Skills
- Identify the context and the appropriate language choice
- Understand how syntax creates and conveys meaning
- Apply knowledge of syntax to study of complex texts

Academic Vocabulary
- Appositive
- Complex texts
- Context
- Function of language
- Parts of speech
- References
- Style
- Syntactical complexity
- Syntax

Referenced templates from Common Core Curriculum Maps, English Language Arts and The Understanding By Design Guide to Creating High Quality Units

- Consult reference materials for syntax guidance

L.11-12.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
   a.   Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.11-12.4a)
      a.   Context Clues http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm http://wps.ablongman.com/long_licklider_vocabulary_2/6/1626/416421.cw/index.html
   b.   Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (L.11-12.4b)
   c.   Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (L.11-12.4b)
   d.   Verify the **preliminary determination of the meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4d)

Guiding Questions
- Does the positioning of aw word assist in determining meaning? Is an appositive clue provided?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- What is the origin of the word? Did it derive from another language?
- How do you use context clues to determine the meaning of a word?

Essential Knowledge and Skills
- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Identify word families and parts of speech
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words
- Verify word meaning

PARCC Evidence Grade 11
- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)
   PARCC Evidence

Academic Vocabulary
- Affix
- Appositive
- Context
- Context clues
- Inferred literal root word
- Part of speech etymology
- Patterns of word changes
- Pronunciation
- Reference materials

Literature/Informational

L.11-12.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a.   Interpret figures of speech (e.g., hyperbole, paradox)in context and analyze their role in the text. (L.11-12.5a)

   b.   Analyze nuances in the meaning of words with similar denotations. (L.11-12.5b)

Guiding Questions
- Can you change this sentence and use a metaphor or a simile to help create image?
- Identify the hyperbole. What do you think is the intended meaning? Why do you think the author emphasized this idea?
- Can you provide a more positive/negative connotation for the expression?
- This sentence is written literally; how can you figuratively convey your idea?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/denotative meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
- Write this sentence using denotation and then using a connotation; which would be better

Academic Vocabulary
- Connotations
- Context
- Denotations
- Figurative language
- Figures of speech
- Literary devices
- Nuances
- Role
- Word function
- Word position

Literature/Informational

used than the current sentence? What mood are you trying to convey in your writing?
- What is the inferred connotative meaning of the word?

Essential Knowledge and Skills
- Understand figurative language (simile, metaphor personification, hyperbole, paradox)
- Understand denotation and connotations

PARCC Evidence Grade 11
- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph;
a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)
   PARCC Evidence

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. (L.11-12.6)

Guiding Questions	**Academic Vocabulary**
- Have you utilized domain-specific vocabulary throughout your work?	- Academic vocabulary
- What reference materials did you consult to ensure the audience will comprehend your meaning?	- Articulation
Essential Knowledge and Skills	**Literature/Informational**
- Utilize domain-specific words and academic vocabulary effectively and accurately	
- Consult reference materials to clearly articulate ideas in an academic manner	

PARCC Evidence Grade 11
- Provides a statement demonstrating accurate meaning and use of grade-appropriate general
academic words and phrases. (1) **PARCC Evidence**

SUGGESTED WORKS:

LITERARY TEXTS

STORIES	POETRY	DRAMA	OTHER
- T*he Things They Carried*	• **Songs of Protest**		*Literature and Language American Experience*, McDougall and Littell *(CP) and Literature The American Experience,* Prentice Hall *(H)*
- "Soldier's Home" "The End of Something" or other Hemingway short stories			
- A*pocalypse Now* or *Platoon*			

INFORMATIONAL TEXT

NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
- Overview of the Vietnam War			
- "Metafiction" Victoria Orlowski			
- Post-Traumatic Stress Disorder (PTSD)			
- "Slouching Towards Bethlehem" Joan Didion			
- Crash Course – John Green			
- www.youtube.com/watch?v=lkXFb1sMa38			
- "Fall of Saigon" James Fenton			

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

1. Argument writing	6. Informational text response	11. Multi-media/technology	16. Research project
2. Class discussion	7. Informative writing	12. Narrative writing	17. Vocabulary word wall
3. Dramatization/role playing	8. Journal	13. Non- linguistic representations	18. Writer's notebook
4. Grammar and usage	9. Literature response	14. Note taking and summarizing	19. Word Study
5. Graphic organizers	10. Media appreciation	15. Oral presentation	

Referenced templates from Common Core Curriculum Maps, English Language Arts and The Understanding By Design Guide to Creating High Quality Units

ELA COMMON CORE CURRICULUM UNIT #4 GRADE 11 THE THINGS THEY CARRIED
North Smithfield School Department

Required
- Common Tasks
- Constructed responses
- Extended responses
- Formative
- IMS Fixed Form Assessment
- Summative

Routine Writing
- Constructed Response to text
- Journaling
- Short Answer Responses
- Quote Analysis (Foldable)
- Rhetorical Analysis

Informational and/or Argument Writing
- Argument Essay - ex. What is truth?
- Does O'Brien convey the truth about soldiers' experiences in Vietnam?

Narrative Writing
- Earned Abstractions
- Activity and Poem
- Write a personal anecdote

Research
- Research and Present on Aspects of The Vietnam War
- Research music of the Vietnam Era – Songs of Protest

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge	**Bloom's Taxonomy**
• skill/conceptual understanding	• apply
• strategic reasoning	• analyze
• extended reasoning	• synthesize/create
	• evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- Academic vocabulary
- Accurate information
- Adapt speech
- Advanced searches
- Aesthetic
- Aesthetic impact
- Affix
- Alternative or opposing perspectives
- Ambiguous
- Analysis/analyze
- Anticipate
- Appeal to authority
- Appositive
- Archetype
- Argument
- Articulation
- Assess
- Audience

- Digital material
- Digital sources
- Directly stated
- Discrepancies
- Dissents
- Distinct
- Distinguishing
- Divergent thinking
- Diverse formats
- Document
- Domain-specific vocabulary
- Drama
- Dramatist
- Effective selection
- Effective technique
- Effectiveness of the structure
- Elements of speech
- Emphasis

- Literary elements
- Literary nonfiction
- Literary or informational texts
- Logos
- Majority opinions
- Meaning and tone
- Media
- Medium (artistic)
- Multimedia
- Multiple interpretation
- Multiple plot lines
- Multiple sources
- Narrative
- Narrow
- Norms and conventions
- Norms and conventions

- Research
- Revision
- Rhetoric
- Rhetorical features
- Role
- Sarcasm
- Satire
- Scaffolding
- Secondary sources
- Self-generated question
- Seminal
- Seminal U.S. texts
- Sensory language
- Sequence
- Sequence of events
- Short research project
- Situation
- Smooth progression

- Audio elements
- Author's choice
- Authoritative print
- Beautiful
- Biases
- Broaden
- Central ideas
- Citation
- Cite
- Claim
- Clarify
- Clear and coherent
- Coherent/Cohesion
- Collaborative discussions
- Collegial discussions
- Comedy/comedic
- Complex account
- Complex analysis
- Complex ideas
- Complex set of ideas
- Complex texts
- Comprehend
- Concepts
- Concluding statement
- Concrete details
- Congruent
- Connotations/Connotative
- Constitutional principles
- Content
- Context clues
- Convention(s)
- Convey
- Convey vivid picture
- Counterclaim
- Course of the text
- Credible sources
- Data
- Deconstruct
- Deepen/depth
- Delineate
- Delineate
- Denotation
- Denotative
- Description
- Descriptive language and details
- Determine
- Determine matters
- Develop
- Develop over time
- Development
- Dialogue
- Diction
- Digital

- Engage
- Engaging
- Ethos
- Evaluate
- Evidence
- Evidence/proof
- Examine
- Explicit evidence
- Explicitly
- Exposition
- Extended definitions
- Figurative
- Figurative language
- Figures of speech
- Figures of speech
- Findings
- Flashbacks
- Formal and informal tasks
- Formal English
- Formal style
- Format
- Formatting
- Foundational U.S. documents
- Foundational work
- Fresh engaging
- Function of language
- Glean
- Grammar
- Graphic
- Graphical elements
- Grasp/Grasping
- Historical
- Historical and literary significance
- Hyperbole
- Hyphenation
- Impact
- Inference
- Inferred literal root word
- Informative/explanatory texts
- Informed decisions
- Initiate
- Inquiry
- Integrate
- Interact
- Interactive elements
- Irony
- Left uncertain
- Legal reasoning
- Logos
- Links among ideas
- Literary devices

- Nuance
- Nuances
- Objective summary
- Objective tone
- Opposing claims
- Orally
- Organization
- Orient the reader
- Outcome/conclusion/ resolution
- Over the course of a text
- Pacing
- Paraphrase
- Parenthetical citation
- Part of speech etymology
- Participate
- Parts of speech
- Pathos
- Pathos
- Patterns of word changes
- Period
- Perspective
- Persuasive/persuade
- Pertinent
- Plagiarism
- Point of view
- Pose questions
- Precise claim(s)
- Precise language
- Precise words and phrases
- Premise
- Premises
- Primary sources
- Print
- Proficiently
- Pronunciation
- Propel conversation
- Purpose
- Quantitative/Quantitatively
- Quotations
- Really meant
- Reasoning
- Reasons
- Reference materials
- References
- Refines the meaning
- Reflection
- Relate
- Relevant
- Relevant and sufficient evidence
- Relevant information

- Solve problems
- Source
- Source text
- Stance
- Standard English
- Strategic
- Strategic use
- Strengths and limitations of claims. counterclaims
- Structure
- Style
- Substance
- Substantive topics
- Support claim
- Supporting evidence
- Sustained research
- Syntactical complexity
- Syntax
- Synthesize
- Task
- Techniques
- Telling details
- Text complexity
- Text features
- Textual elements
- Textural evidence
- Themes
- Through textural evidence
- Tone
- Topics
- Tragedy/tragic
- Transitions
- Understatement
- Unified whole
- Usage
- Vague
- Valid
- Valid reasoning
- Version
- Visual elements
- Visually
- Well-chosen details
- Well-structured event
- Word choice
- Word choice/diction
- Word function
- Word position
- Works cited
- Write routinely
- Writing process

LESSON PLAN for UNIT _____

LESSONS

-     **Lesson # 1 Summary:**

-     **Lesson #2 Summary:**

-     **Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

-     **Materials/Resources:**

-     **Procedures:**

  - **Lead –in**

  - **Step by step**

  - **Closure**

-     **Instructional strategies:** see curriculum introduction **Curriculum ELA grade 7NS.docx**

-     **Assessments:**   see curriculum introduction **Curriculum ELA grade 7NS.docx**
  - o **Formative**

  - o **Summative**

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*