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2021- 2022 11th Grade English and Language Arts and Reading: Unit 6

Dates: 4/11 - 5/27

Unit Title	The Past Is Never Past: A Journey through American Drama and Poetry Suggested Duration: 18 days	
Unit Summary	We will read <i>A Raisin In the Sun</i> and examine how the historical context connects with contemporary issues. We will read a selection of American poems and use them as mentor texts to guide our own original poems. We will take our poems through the writing cycle to publish them to an appropriate audience.	
Big Ideas	• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. • Readers infer meaning about a variety of texts using textual evidence to support ideas. • Writers utilize a variety of poetic devices to convey meaning. • Reading American drama provides new perspectives on the American experience. • Reading American drama allows for a better understanding of national diversity.	
Essential Questions	• How do a work of drama and dramatic conventions reflect a playwright's American experience? • How does knowledge of poetic devices and techniques enhance our understanding of poetry? • Why do we read drama aloud? • How can we use poetic techniques to reflect our own experiences?	
Core Competencies	Formative: • Evaluate author's use of figurative language to create theme in a text • Synthesizing the effects that a drama performance provides to an audience through shared experience. • Students will make connections between different genres to discuss the American Experience. Summative: • Write poetry/drama scene that addresses the contemporary American experience. • Common Assessment	
Vocabulary * used on STAAR	Unit Vocabulary	Spiraled
	1. figurative language / lenguaje figurativo 2. scene/ escena 3. monologues / monólogos 4. protagonist / protagonista 5. soliloquies/ soliloquios 6. poetry/poesía	speaker/ altavoz dialogue/diálogo economic/social/historical context/contexto económico / social / histórico audience/audiencia message/mensaje mood/estado animico



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	7. line break/salto de línea 8. stanza/estrofa 9. antagonist/ antagonista 10. conflict/conflicto 11. drama/drama 12. play/tocar	voice/voz author's purpose/ el propósito del autor
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PRIORITY STANDARDS	Skill(s):	Concept(s):	Context(s):
E3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
E3.1B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	follow and give clarify respond Bloom's Taxonomy: apply	asking pertinent questions, respond appropriately	SPIRALED complex instructions
E3.1D participate collaboratively, offering ideas or judgements that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	evaluating Bloom's Taxonomy: evaluate	participate collaboratively, offer ideas or judgements that are purposeful, ask relevant and insightful questions	SPIRALED moving the team toward goals, tolerating a range of positions and ambiguity in decision making, evaluating the work of the group based on agreed-upon criteria
E3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery	analyze Bloom's Taxonomy: analyze	draw conclusions about nuanced meanings	SPIRALED context, such as imagery
E3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:			
E3.3A self-select text and read independently for a sustained period of time	read independently Bloom's Taxonomy: remember/understand/apply	self-select text	SPIRALED for a sustained period of time
E3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with			


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fluency and comprehension. The student is expected to:			
E3.4F make inferences and use evidence to support understanding	infer Bloom's taxonomy: analyze	make inference, use evidence	SPIRALED to support understanding
E3.4G evaluate details read to understand key ideas	evaluate/analyze Bloom's taxonomy: evaluate/analyze	read to evaluate	SPIRALED details
E3.4H synthesize information from a variety of text types to create new understanding	synthesize Bloom's taxonomy: analyze	synthesize information, create new understanding	SPIRALED a variety of text types
E3.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
E3.5B write responses that demonstrate analysis of texts, including comparing texts within and across genres	analyze Bloom's taxonomy: analyze	write responses demonstrate analysis of texts compare texts	SPIRALED within and across genres
E3.5C use text evidence and original commentary to support an analytic response	evaluate Bloom's taxonomy: evaluate	use text evidence use original commentary	SPIRALED support an evaluative response
E3.5D paraphrase, or summarize texts in ways that maintain meaning and logical order	summarize Bloom's taxonomy: understand	paraphrase summarize	SPIRALED ways that maintain meaning and logical order
E3.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
E3.6C evaluate how different literary elements shape the author's portrayal of the plot	critique and evaluate Bloom's taxonomy: evaluate	critique and evaluate -complex plot structures -subplots	SPIRALED contribute to and advance the action
E3.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
E3.7A read and analyze American literature across literary periods	analyze Bloom's taxonomy: analyze	-read American literature -analyze American literature	SPIRALED across literary periods
E3.B analyze the relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	analyze Bloom's taxonomy: analyze	analyze the effects of -sound -form -figurative language	SPIRALED across literary time periods and cultures



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			-graphics -dramatic structure in poetry		
E3.7Ei clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action	critique and evaluate Bloom's taxonomy: evaluate	-clear arguable thesis -appeals -structure of the argument -convincing conclusion -call to action	SPIRALED critique and evaluate characteristics and structures of argumentative text by:		
E3.7Eii various types of evidence and treatment of counterarguments, including concessions and rebuttals	critique and evaluate Bloom's taxonomy: evaluate	various types of evidence -treatment of counterarguments -concessions -rebuttals	SPIRALED critique and evaluate characteristics and structures of argumentative text by:		
E3.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:					
E3.8D evaluate how the author's use of language informs and shapes the perception of readers	evaluate Bloom's taxonomy: evaluate	author's use of language to -inform -shape	SPIRALED the perceptions of readers		
3.8E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	evaluate Bloom's taxonomy: evaluate	use of literary devices such as: -paradox -satire -allegory	SPIRALED to achieve specific purposes		
3.8F evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text	evaluate Bloom's taxonomy: evaluate	author's use of diction and syntax	SPIRALED contribute to the effectiveness of a text		
E3.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:					
E3.9A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journalling, reading, or discussing	plan, generate Bloom's taxonomy: create	plan a piece of writing by generating ideas through a range of strategies such as -brainstorming -journalling -reading, or -discussing	SPIRALED plan a piece of writing appropriate for various purposes and audiences		



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E3.9C revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences		revise Bloom's taxonomy: evaluate	revise drafts to: -improve clarity -development -organization -style -diction; and -sentence fluency	SPIRALED both within and between sentences	
E3.11 Inquiry and Research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
E3.11A develop questions for formal and informal inquiry		develop Bloom's taxonomy: analyze	develop questions	SPIRALED for formal and informal inquiry	
ADDITIONAL STANDARDS	Skill(s):	Concept(s):	Context(s):		
E3.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
E3.1A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction and syntax	engage evaluate critique Bloom's Taxonomy: evaluate	meaningful and respectful discourse	SPIRALED the clarity and coherence of a speaker's message speaker's use of diction and syntax		
E3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:					
E3.4A establish purpose for reading assigned and self-selected texts	establish purpose Bloom's taxonomy: apply	reading	SPIRALED assigned and self-selected texts		
E3.4D create mental images to deepen understanding	create Bloom's taxonomy: create	create mental images	SPIRALED to deepen understanding		
E3.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:					
E3.6A analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	analyze Bloom's taxonomy: analyze	analyze relationships among -thematic development -characterization -point of view -significance of setting -plot	SPIRALED in a variety of literary texts		



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E3.6B analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	analyze Bloom’s taxonomy: analyze	analyze characters’ behaviors and underlying motivations	SPIRALED -moral dilemmas -plot and theme		
E3.6D analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	analyze Bloom’s taxonomy: analyze	how setting(s) influence -plot -characterization -theme	SPIRALED historical, social, and economic context		
E3.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:					
E3.7C analyze how the relationships among dramatic elements advance the plot	analyze and evaluate Bloom’s taxonomy: analyze and evaluate	analyze and evaluate the relationships among the dramatic elements	SPIRALED how the dramatic elements advance the plot		
E3.8 Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:					
E3.8B evaluate use of text structure to achieve the author’s purpose	evaluate Bloom’s taxonomy: evaluate	use of text structure	SPIRALED to achieve the author's purpose		
E3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:					
E3.11A compose literary texts such as fiction and poetry using genre characteristics and craft	compose Bloom's taxonomy: create	literary texts such as fiction and poetry	using genre characteristics and craft		

SUGGESTED TEXTS

[Raisin in The Sun](#)
[Strange Fruit-Nina Simone/Blood on the Leaves](#)
['Strange Fruit': Billie Holiday and Nina Simone Transform A Haunting Poem](#)

INSTRUCTIONAL STRATEGIES

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ALL STUDENTS

Tier I: All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies.

[Raisin in the Sun](#)- Students will use these lessons to discuss historical, cultural, and social context as well as theme, characterization, and allusion.

Responsive Teaching: Critical Reading/Writing & Structured Frequent Talk

Before Reading Strategies	During Reading Strategies	Writing Strategies	Discussion Strategies
• Anticipation Guides • Pre-teach Vocabulary (Marzano's 6 Step Vocabulary Development) • Preview and Predict	• Chunking and annotating • Guided Reading with Think Aloud • Active Reading with Say Something • Save the Last Word • Dialectical Journals	• Structured Writing tasks • Sentence Stems	• QSSSA • Talk-Read-Talk-Write Strategy • Philosophical Chairs • Gallery Walk

Resources

- Anchor Charts
- Visuals
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Responsive Teaching Strategies

- Total Physical Response
- Frequent Feedback
- Proximity

Reader Response: Am I drawing conclusions from the information in this article based on my personal experiences or based on evidence in the text?

Reader Response: How are the themes in the play and the song alike/different? Cite your answer with text evidence.

Reader Response: Identify the motivation of two characters in the play and how it affects the conflict/plot/ conclusion?

TIER 2 INSTRUCTION
INTERVENTION

Tier II (Should be accessed through Tier I instruction with additional scaffolding support)

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Overview: In the classroom, Tier II instruction refers to more targeted interventions for students not demonstrating comprehension based on data (or progress monitoring). Think of Tier II instruction as additional support given to students who need assistance accessing or understanding a concept. The goal is to move all students towards independence, however, this group may need pace adjustments (or even shortened text) to achieve mastery. See the following interventions -

- [Repeated Reading](#) or Read Naturally
- [Choral Reading](#)
- [Paired Reading](#)
- [Self Questioning](#) and QAR
- [Paragraph frames](#)
- [Paragraph Hamburger](#) strategy

Resources

- Outlines
- Graphic Organizers
- Content Specific Visuals

Responsive Teaching Strategies

- Frequent Feedback Specific to Data
- Turn and Talk with Sentence Stems in Strategic Pairs

TIER 3 INSTRUCTION URGENT INTERVENTION

Tier III (*should be accessed through Tier 1 with small group or one-on-one supports*)

Overview: In the classroom, Tier III instruction is targeted to the students specific needs responding with further interventions such as -

- [Directed Reading Thinking](#)
- Graphic Organizers
- Data Informed Small Groups
- Simplified Outlines
- Differentiated Sentence Stems
- Teacher/Student Conferences

ENRICHMENT STUDENTS EXCEEDING TIER 1 EXPECTATIONS

- [Depth and Complexity](#)
- [Socratic Seminar](#)
- [Texas Performing Standards Project](#)
- Student Choice Menus

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- Research Projects/Project Based Learning -- advanced research incorporated into personal essay
- Advanced Texts -- longer selections of mentor texts
- Reflective/Dialectical Journals -- with mentor essays
- Frequent Talk Targeting Higher Order Thinking
- Self-Assessment

ADDITIONAL RESOURCES

DVISD

[DVISD Rubrics](#)
[Prewriting Graphic Organizers](#)
[Foundational Strategies Success Criteria](#)
[Writing Process Guide for Teachers](#)
[Writing Process Guide for Students](#)
[2021-2022 Comprehensive Literacy & Biliteracy Plan](#)

ACCOUNTABILITY

[STAAR Released Tests](#)
[STAAR Blueprint EOC English II](#)
[Lead4ward Frequency Distribution](#)
[STAAR Resources](#)

INTERVENTION

[DVISD Intervention Site](#)