

Westerville City Schools  
COURSE OF STUDY  
Everyday English Language Arts (formerly Applied  
Language Arts)  
LA300



Recommended grade level: 11  
Course length: 1 year  
Credits: 1  
Course Weighting: 1  
Course fee: none

Course Description:

This course is offered to students who have been recommended by guidance or through teacher recommendations, because they have demonstrated a need for enhanced language arts skills based on ability, performance and initiative. This course emphasizes improvement and development on language arts skills and reading fluency, including but not limited to: vocabulary development, reading and writing skills, and reading comprehension. Reaction to the literature will include both written and oral components as integral parts to this course.

All 11-grade ELA classes will reinforce research skills, including critical evaluation of sources, synthesis of multiple sources, in-text citation, works cited documentation, and annotated bibliography. 11-grade ELA classes will reinforce literary analysis tasks, including thematic and character analysis and the citation of strong and thorough textual evidence. 11-grade ELA classes will also reinforce argumentative strategies, including making concessions and identifying counterarguments, and will reinforce narrative strategies, including the retelling of a story from another point of view or imitating an author's structural design.

As with all 11-12 ELA class options, writing in this class is a key component, including personal narrative, literary analysis, and research. Emphasis is placed on critical thinking and research skills needed for college and career readiness. Contemporary issues and mature language may be encountered in the readings. This course counts as one credit toward the English Language Arts graduation requirement.

Writing will include:

- Narrative writing (college essay or other personal writing)
- Students may begin research on a self-generated research topic
  - Research ending in major capstone project in grade 12
  - Examines multiple perspectives (global audience, community audience, etc.)
- Includes a presentation component
- ACT standards benchmark score 24-27
- Literary analysis

### Course Rationale:

Ohio Department of Education standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. Further, to be ready for college, workforce training, and life in society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create multiple types of written and spoken communication.

### \*Pacing Guide:

|                          | Topics of Study        | Estimated Time (in weeks)                                                    |
|--------------------------|------------------------|------------------------------------------------------------------------------|
| 1                        | Literature             | 10-12                                                                        |
| 2                        | Informational Text     | 8-10                                                                         |
| 3                        | Writing                | 10-12                                                                        |
| 4                        | Speaking and Listening | 3-4                                                                          |
| SEMESTER ASSESSMENT      |                        | Literary analysis, research, or personal narratives, including college essay |
| END OF COURSE ASSESSMENT |                        | Literary analysis, research, or personal narrative                           |

\*Topics of study are taught in spiral format (i.e. repeated several times throughout the year)

### Scope and Sequence:

#### Topic of Study #1 - Literature (Estimated time 10-12 weeks)

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| Themes: inspiration, challenge, family, self-actualization, controversy, empowerment                                                                                                   |
| Essential Questions:<br>How are people transformed through their relationships with others?<br><br>How do people overcome challenges?<br><br>What makes strong, healthy relationships? |

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| How do risk and vulnerability impact the decisions people make?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Targets: See ACT and ODE Standards Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Assessments: Literary analysis, research, and/or personal narratives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Vocabulary: ethics, voice, interpretation, revision, assumption, fact, citation, data, analysis, intent, relevance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Strand: Reading - Literature<br>Topic: Key Ideas and Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>ODE Standards Statements</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> </ol> <p>ACT Standards Statements<br/>Close Reading (CLR)<br/>Score range 24-27<br/>CLR 501. Locate and interpret minor or subtly stated details in somewhat challenging passages<br/>CLR 502. Locate important details in more challenging passages<br/>CLR 503. Draw subtle logical conclusions in somewhat challenging passages<br/>CLR 504. Draw logical conclusions in more challenging passages<br/>CLR 505. Paraphrase virtually any statement as it is used in somewhat challenging passages</p> | <p>In the previous band, students were expected to analyze and draw inferences from texts, examine the progression of theme and explore the development of complex characters.</p> <p>Content Elaborations<br/>When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes. Readers should further examine the purpose for the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and ultimately, the theme.</p> |

CLR 506. Paraphrase some statements as they are used in more challenging passages.

#### Central Ideas, Themes, and Summaries (IDT)

Score Range 24-27

IDT 501. Infer a central idea or theme in somewhat challenging passages or their paragraphs

IDT 502. Identify a clear central idea or theme in more challenging passages or their paragraphs

IDT 503. Summarize key supporting ideas and details in more challenging passages

#### Relationships (REL)

Score range 24-27

REL 501. Order sequences of events in somewhat challenging passages REL 502.

Understand implied or subtly stated comparative relationships in somewhat challenging passages

REL 503. Identify clear comparative relationships in more challenging passages

REL 504. Understand implied or subtly stated cause-effect relationships in somewhat challenging passages REL 505. Identify clear cause-effect

relationships in more challenging passages

#### Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

#### Instructional Strategies and Resources

##### 3x3 Literary Analysis of Plot for Central Idea

Create a chart for students to complete which has three spaces for students to summarize the plot in three words (noun, action verb, object) for each of the beginning, middle and end of the story. Then, chart three spaces below for students to write in three words (noun, action verb, object) to analyze the development of the plot over the course of the text. Students then use those sentences to determine the central idea.

Ruetzel, D. Ray and Robert B. Cooter. Strategies for reading assessment and instruction: Helping every child succeed. Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel and Cooter's text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

## Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

Strand: Reading - Literature

Topic: Craft and Structure

### ODE Standards Statements

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.

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.

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).

### ACT Standards Statements

#### Word Meanings and Word Choice 24-27

WME 501. Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle

WME 502. Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages

WME 503. Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

WME 504. Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings

### Text Structure

Score range 24-27

In the previous grade band, students were expected to determine the impact of figurative and connotative words on tone, examine how an author’s choice of structure influences the text, and analyze multiple points of view.

### Content Elaborations

Analyzing the Craft and Structure of literature requires the reader to examine the author’s motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone and theme of a text. An author’s perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study and discuss literature with a focus on the total effect of an author’s craft.

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| TST 501. Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle                                                                                                                                                                                                                                                                                                                 |  |
| TST 502. Analyze how one or more sentences in more challenging passages relate to the whole passage<br>TST 503. Infer the function of paragraphs in somewhat challenging passages<br>TST 504. Identify a clear function of paragraphs in more challenging passages<br>TST 505. Analyze the overall structure of more challenging passages                                                                                                           |  |
| <p>Enduring Understanding</p> <p>Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p>                                                                                                                         |  |
| <p>Instructional Strategies and Resources</p> <p>Close reading</p> <p>Silent discussion /Chalk talk</p> <p>Change structure or order of the story</p>                                                                                                                                                                                                                                                                                               |  |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration</p> <p>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage "stretch" for all students.</p> |  |

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| <p>Strand: Reading - Literature</p> <p>Topic: Integration of Knowledge and Ideas</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>ODE Standards Statements</p> <p>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.</p> <p>8. (Not applicable to literature)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth and/or early- twentieth-century works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>ACT Standards Statements</p> <p>Multiple Texts (SYN)</p> <p>Score range 24-27</p> <p>SYN 501. Draw logical conclusions using information</p> | <p>In the previous band, students were expected to analyze and draw inferences from texts, examine the progression of theme and explore the development of complex characters.</p> <p>Content Elaborations</p> <p>The Integration of Knowledge and Ideas is important when examining key scenes or specific works. Exploring varying perspectives of the work such as historical accounts or any background knowledge can assist in determining the author's overall purpose. Understanding the interplay between text and context also can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference and</p> |

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| from two informational texts. | summary. |
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| <p>Purpose and Point of View (PPV)<br/>Score range 24-27<br/>PPV 501. Infer a purpose in somewhat challenging passages and how that purpose shapes content and style PPV 502. Identify a clear purpose of more challenging passages and how that purpose shapes content and style PPV 503. Understand point of view in more challenging passages</p> <p>Arguments (ARG)<br/>Score range 24-27<br/>ARG 501. Analyze how one or more sentences in more challenging passages offer reasons for or support a claim ARG 502. Infer a central claim in somewhat challenging passages ARG 503. Identify a clear central claim in more challenging passages</p> |  |
| <p>Enduring Understanding<br/>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</p>                                                                                                                                                                                                                                                                                                                                             |  |
| <p>Instructional Strategies and Resources<br/>Use different types of media to show enduring themes:<br/><i>The Other Wes Moore &amp; The Big Lebowski</i> (Themes present in these two works focus on gender roles, consent, and generational gaps).</p>                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration<br/>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage "stretch" for all students.</p>                                                                                                                                                                                                        |  |

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| <p>Strand: Reading - Literature<br/>Topic: Range of Reading and Level of Text Complexity</p>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |
| <p>ODE Standards Statements<br/>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. By the end of grade 12, read and comprehend literature,</p> | <p>By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including</p> |

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| <p>including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>ACT Standards Statements<br/>Close Reading (CLR)<br/>Score range 24-27<br/>CLR 501. Locate and interpret minor or subtly stated details in somewhat challenging passages<br/>CLR 502. Locate important details in more challenging passages<br/>CLR 503. Draw subtle logical conclusions in somewhat challenging passages<br/>CLR 504. Draw logical conclusions in more challenging passages<br/>CLR 505. Paraphrase virtually any statement as it is used in somewhat challenging passages<br/>CLR 506. Paraphrase some statements as they are used in more challenging passages</p> | <p>stories, dramas and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>Content Elaborations<br/>The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade- appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ul style="list-style-type: none"> <li>(1) Qualitative dimensions of text complexity<br/>(levels of meaning or purpose, structure, language<br/>conventionality and clarity, and knowledge demands)</li> <li>(2) Quantitative dimensions of text complexity<br/>(word length or frequency, sentence length, text cohesion –typically measured by computer software)</li> <li>(3) Reader and task consideration<br/>(motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ul> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. |
| <p><b>Enduring Understanding</b><br/>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.</p>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Instructional Strategies and Resources</b><br/>Close Reading - students will engage in rereading difficult passages using a graphic organizer to draw attention to difficult and/or challenging diction in a text. Helpful strategies include double-entry journals and “It says ... I say ... and so” graphic organizers.</p>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Considerations for Diverse Learners, Intervention, and Acceleration</b><br/>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Topic of Study #2 - Informational Text  
(Estimated time 8-10 weeks)

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| Themes: inspiration, challenge, family, self-actualization, controversy, empowerment                                                                                                                                                                                     |
| <p>Essential Questions:</p> <p>How are people transformed through their relationships with others?</p> <p>How do people overcome challenges?</p> <p>What makes strong, healthy relationships?</p> <p>How do risk and vulnerability impact the decisions people make?</p> |
| Learning Targets: See ACT and ODE Standards Statements                                                                                                                                                                                                                   |
| Assessments: Literary analysis, research, or personal narratives, including college essay                                                                                                                                                                                |
| Vocabulary: ethics, voice, interpretation, revision, assumption, fact, citation, data, analysis, intent, relevance                                                                                                                                                       |

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| <p>Strand: Reading - Informational Text<br/>Topic: Key Ideas and Details</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>ODE Standards Statements</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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. ACT Standards Statements</li> </ol> <p>Multiple Texts (SYN)<br/>Score range 24-27<br/>*SYN 601. Draw logical conclusions using information from multiple portions of two informational texts *Adapted to meet Common Core requirement for informational texts</p> | <p>In the previous grade band, students were expected to cite and draw inferences from the text, examine the development of the central ideas, and analyze how the author's analysis of the text shapes the development of its events and ideas.</p> <p>Content Elaborations<br/>When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.</p> |
| <p>Enduring Understanding<br/>Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Instructional Strategies and Resources<br/><u>NewsELA</u><br/>Students will be looking at pieces of multimodal journalism, identify parts of speech, vocabulary, etc. and comparing usage of the written word against the verbal world (such as news broadcasts, radio broadcasts, podcasts, documentaries, etc.) Students will be required to analyze usage based on the SOAPStone technique for language analysis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration<br/>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage "stretch" for all students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Strand: Reading - Informational Text |
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| Topic: Craft and Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>ODE Standards Statements</p> <p>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.</p> <p>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>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>ACT Standards Statements</p> <p>Multiple Texts (SYN)</p> <p>Score range 24-27</p> <p>SYN 501. Draw logical conclusions using information from two informational texts</p> | <p>In the previous grade band, students were expected to determine the meaning of words and terms and how they impact the tone of the text, examine how the author's ideas are developed and refined, and analyze how the author uses rhetoric to shape the point of view or purpose of the document.</p> <p>Content Elaborations</p> <p>Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Authors select specific language (emotive, evocative, formal and impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meaning of words and phrases found within the text is a tool by which readers can discover the meaning, effectiveness, tone and purpose of a text.</p> |
| <p>Enduring Understanding</p> <p>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Instructional Strategies and Resources</p> <p>Graphic organizers to allow students to digest purpose of point of view and structure in a text.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration</p> <p>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage "stretch" for all students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p>Strand: Reading - Informational Text</p> <p>Topic: Integration of Knowledge and Ideas</p>     |                                                                                                                   |
| <p>ODE Standards Statements</p> <p>7. Integrate and evaluate multiple sources of information</p> | <p>In the previous grade band, students were expected to examine various text presented in different mediums,</p> |

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| <p>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>8. Delineate and evaluate the reasoning in U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>9. Analyze seventeenth-, eighteenth-, and/or nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>                                                                                                                                                                                                                             | <p>delineate and evaluate arguments, and analyze the themes and concepts of seminal U.S. documents of historical and literary significance.</p> <p>Content Elaborations<br/>The Integration of Knowledge and Ideas from informational text requires analysis and evaluation of critical themes and concepts from various perspectives. Critical reading of a wide variety of seminal texts, including those told from historical, literary and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.</p> |
| <p>Enduring Understanding<br/>Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Instructional Strategies and Resources<br/>Jigsaw<br/>Use the jigsaw approach to reading by dividing the text into segments so that each student is responsible for only one segment or one idea. Students then share knowledge learned with the class. Students are less intimidated when they have a smaller amount of text to process, but they still are practicing deep reading skills.</p> <p>Double-Entry Journal<br/>Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration<br/>Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.</p>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Strand: Reading - Informational Text<br/>Topic: Range of Reading and Level of Text Complexity</p>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |
| <p>ODE Standards Statements<br/>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. By the end of grade 12, read and comprehend</p> | <p>By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were</p> |

literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

#### ACT Standards Statements

##### Close Reading 24-27

CLR 501. Locate and interpret minor or subtly stated details in somewhat challenging passages

CLR 502. Locate important details in more challenging passages

CLR 503. Draw subtle logical conclusions in somewhat challenging passages

CLR 504. Draw logical conclusions in more challenging passages

CLR 505. Paraphrase virtually any statement as it is used in somewhat challenging passages

CLR 506. Paraphrase some statements as they are used in more challenging passages

expected to read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### Content Elaborations

The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade- appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)

(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)

(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p> |
| <p><b>Enduring Understanding</b><br/> In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Instructional Strategies and Resources</b><br/> <b>Directed Reading Teaching Activities</b><br/> Use Directed Reading Teaching Activities (DRTA) with students to activate their prior knowledge, prompt them to make predictions and test their hypotheses through the reading.</p> <ul style="list-style-type: none"> <li>• Students read selection title (and perhaps a bit of the selection) and make predictions about content.</li> <li>• Students read to first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses.</li> <li>• Students read the next section and follow procedures in step two. This cycle continues until text</li> </ul> <p>is read. More information about this strategy is located at</p> <p><a href="http://literacy.kent.edu/eureka/strategies/dr_ta.pdf">http://literacy.kent.edu/eureka/strategies/dr_ta.pdf</a>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Considerations for Diverse Learners, Intervention, and Acceleration</b><br/> Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Topic #3 - Writing

(Estimated time 10-12 weeks)

Themes: inspiration, challenge, family, self-actualization, controversy, empowerment

Essential Questions:

How are people transformed through their relationships with others?

How do people overcome challenges?

What makes strong, healthy relationships?

How do risk and vulnerability impact the decisions people make?

Learning Targets: See ACT and ODE Standards Statements

Assessments: Literary analysis, research, or personal narratives, including college essay

Vocabulary: ethics, voice, interpretation, revision, assumption, fact, citation, data, analysis, intent, relevance

Strand: Writing

Topic: Text Types and Purposes

## ODE Standards Statements

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, 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.
  - 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.
  - 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.
  - 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.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and

In the previous grade band, students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.

## Content Elaborations

Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.

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.
- 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.

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.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- f. 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.



## EverydayELA

- g. Use Precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- h. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- i. Provide Concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## ACT Standards Statements

Topic Development in Terms of Purpose and Focus (TOD) Score Range 24-27

TOD501. Determine Relevance Of Material in terms of focus of the paragraph.

TOD 502. Identify the purpose in a word, phrase, or sentence when the purpose is fairly straightforward (e.g. identifying traits, giving reasons, explaining motivations) TOD 503.

Determine whether an essay has met a specified goal.

TOD 504. Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g. sharpening an essay's focus, illustrating a given statement)

## Usage (USG)

24-27

501. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of* (e.g. *would have gone*, not *would of gone*)

502. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences

503. Recognize and correct vague and ambiguous pronouns

## Punctuation Conventions (PUN)

24-27

PUN 501. Delete commas in long or involved

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| sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or                                                                                                                                                                                                                                                                                                           |  |
| compound verb joined by <i>and</i> )<br>PUN 502. Recognize and correct inappropriate uses of colons and semicolons<br>PUN 503. Use punctuation to set off complex parenthetical elements<br>PUN 504. Use apostrophes to form simple possessive nouns                                                                                                                                                                                                                |  |
| Enduring Understanding<br>Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.                                                                                                                                                                                                                                |  |
| Instructional Strategies and Resources<br>Jigsaw writing activity - students are assigned different the elements of an essay                                                                                                                                                                                                                                                                                                                                        |  |
| Considerations for Diverse Learners, Intervention, and Acceleration<br>Students have the opportunity to write about topics relatable to their lived experiences, including narratives, research, and both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students. |  |

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| Strand: Writing<br>Topic: Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>ODE Standards Statements</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>ACT Standards Statements<br/>Organization, Unity, and Cohesion (ORG)<br/>Score range 24-27</p> | <p>In the previous grade band, students were expected to use technology to produce well-organized writing that has been developed in multiple stages with a clear purpose and audience.</p> <p>Content Elaborations<br/>The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.</p> |

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| <p>ORG 501. Determine the need for transition words or</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p>phrases to establish subtle logical relationships within and between sentences (e.g. therefore, however, in addition)</p> <p>ORG 502. Provide a fairly straightforward introduction or conclusion to or in transition within a paragraph or essay (e.g. supporting or emphasizing an essay's main idea)</p> <p>ORG 503. Rearrange the sentences in a fairly straightforward paragraph for the sake of logic</p> <p>ORG 504. Determine the best place to divide a paragraph to meet a particular rhetorical goal.</p> <p>ORG 505. Rearrange the paragraphs in an essay for the sake of logic.</p><br><p>Knowledge of Language (KLA)<br/>Score range 24-27</p> <p>KLA 501. Revise vague, clumsy, and confusing writing</p> <p>KLA 502. Delete redundant and wordy material when the meaning of the entire sentence must be considered</p> <p>KLA 503. Revise expressions that deviate in subtle ways from the style and tone of the essay.</p> <p>KLA 504. Determine the need for conjunctions to create logical links between clauses</p> <p>KLA 505. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon.</p><br><p>Sentence Structure and Formation (SST)<br/>Score range 24-27</p> <p>SST 501. Recognize and correct disturbances in sentence structure (e.g. faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)</p> <p>SST 502. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence</p> |  |
| <p>Enduring Understanding</p> <p>Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p>Instructional Strategies and Resources</p> <p>Writing Workshop [Students might use small writing circles to give regular feedback on process writing and final drafting. For example, students might write an annotated bibliography on a broad topic, such as race, environment, educational policy, etc.. Students collaboratively research teacher-directed sources, practicing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

their skills summarizing, evaluating, and connecting source to broad research questions. Next students develop more specific research questions on a subset of ideas (educational policy at the K-12 level, experimental schools, reducing the cost of college, vocational schools, segregation in public schools) and work on their own annotated bibliographies with the support of their writing circle members.]

#### Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to write about topics relatable to their lived experiences, including narratives, research, and both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

#### Strand: Writing

##### Topic: Research to Build and Present Knowledge

#### ODE Standards Statements

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.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature..
- b. Apply grades 11-12 Reading standards to literary nonfiction..

In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short term and sustained.

#### Content Elaborations

Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.

#### Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

#### Instructional Strategies and Resources

Students will engage in a project with research questions based upon non-fictional readings. Students can

research historical and political contexts based upon their readings, with prompts provided by the teacher. Prompts will consider how multiple texts treat the same topics, such as social issues, political speeches, and historical documents. Students will gather their information from a variety of credible sources, then synthesize their information and present it in an oral presentation using a multimedia presentation of their choice, such as Prezi, PowerPoint, or Google Slides.

#### Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to write about topics relatable to their lived experiences, including narratives, research, and both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

#### Strand: Writing

##### Topic: Range of Writing

#### ODE Standards Statement

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.

In the previous grade band, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.

#### Content Elaborations

Effective writers build skills by producing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.

#### Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

#### Instructional Strategies and Resources

Quick-Writes - students will write a 2-3 sentence response to various questions that either reinforce prior knowledge (e.g. at the beginning of class) or assess new knowledge (e.g. exit ticket at the end of class). Journals - students will write 2-3 times each week in journals to respond to texts and discussions.

## Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to write about topics relatable to their lived experiences, including narratives, research, and both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

### Strand: Speaking and Listening

#### Topic: Comprehension and Collaboration

##### ODE Standards Statements

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.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - 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.
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.

In the previous grade band, students were expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media and evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

##### Content Elaborations

The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.

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| 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><b>Enduring Understanding</b><br/> Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p>                                                                                                                                                                                                                                                       |  |
| <p><b>Instructional Strategies and Resources</b><br/> Collaborative lesson building - Students will work in groups to develop a lesson for their peers. For example, small groups of students will take different sections of a novel and build a Google Slide Show to share with the rest of the class highlighting various aspects of the text (i.e. figurative language, characterization, chronology of story) This presentation format will require students to work with peers in a collaborative environment while reinforcing critical communication skills.</p> |  |
| <p><b>Considerations for Diverse Learners, Intervention, and Acceleration</b><br/> Students have the opportunity to listen to, discuss, and present about topics relatable to their lived experiences, including formal and informal presentations. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage "stretch" for all students.</p>                                                                                |  |

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| <p><b>Strand: Speaking and Listening</b><br/> <b>Topic: Presentation of Knowledge and Ideas</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>ODE Standards Statements</b></p> <p>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>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | <p>In the previous grade band, students were expected to present information, findings and supporting evidence that convey a clear and distinct perspective, make strategic use of digital media in presentations and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Content Elaborations</b><br/> The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.</p> |

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| <p><b>Enduring Understanding</b><br/> Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p> |
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| <p>Instructional Strategies and Resources</p> <p>Fishbowl discussion - After reading a text, students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse.</p>                                                                                                                                   |
| <p>Considerations for Diverse Learners, Intervention, and Acceleration</p> <p>Students have the opportunity to listen to, discuss, and present about topics relatable to their lived experiences, including formal and informal presentations. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.</p> |

Topic of Study #4 - Speaking and Listening  
(Estimated time 3-4 weeks)

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| Themes: inspiration, challenge, family, self-actualization, controversy, empowerment                                                                                                                                                                                     |                                                                                                                                                                                                                     |
| <p>Essential Questions:</p> <p>How are people transformed through their relationships with others?</p> <p>How do people overcome challenges?</p> <p>What makes strong, healthy relationships?</p> <p>How do risk and vulnerability impact the decisions people make?</p> |                                                                                                                                                                                                                     |
| Learning Targets: See ACT and ODE Standards Statements                                                                                                                                                                                                                   |                                                                                                                                                                                                                     |
| Assessments: formal and informal presentations (independent and group)                                                                                                                                                                                                   |                                                                                                                                                                                                                     |
| Vocabulary: ethics, voice, interpretation, revision, assumption, fact, citation, data, analysis, intent, relevance                                                                                                                                                       |                                                                                                                                                                                                                     |
| <p>Strand: Language</p> <p>Topic: Conventions of Standard English</p>                                                                                                                                                                                                    |                                                                                                                                                                                                                     |
| <p>ODE Standards Statements</p> <p>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.</p>      | <p>In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing.</p> |

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| <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> | <p>Content Elaborations</p> <p>There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.</p> |
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### Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

### Instructional Strategies and Resources

NoRedInk - computer driven grammar self-guided practice

Grammarly - Google add-on to help identify spelling and basic grammar errors on written docs.

### Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to listen to, discuss, and present about topics relatable to their lived experiences, including formal and informal presentations. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

### Strand: Language

#### Topic: Knowledge of Language

#### ODE Standards Statements

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 for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - b. 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.
  - c. 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

In the previous grade band, students were expected to 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.

#### Content Elaborations

Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.

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| <p>of a word or phrase.</p> <p>d. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>e. 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, its etymology, or its standard usage.</p> <p>f. 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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>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>Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.</p> |
| <p><b>Enduring Understanding</b><br/> Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Instructional Strategies and Resources</b><br/> Word Scavenger Hunt - using difficult vocabulary words in a particular text to send kids on a “scavenger hunt” to find definitions and examples to provide deeper understanding and context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Considerations for Diverse Learners, Intervention, and Acceleration</b><br/> Students have the opportunity to practice and work with language for a variety of purposes. Written and oral</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections. Extra scaffolding and re-teaching to encourage “stretch” for all students.

### Primary Resources:

#### Required Texts:

*Uncharted Territory: A High School Reader* by Jim Burke  
*They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein  
*Shooter* by Walter Dean Myers

#### Recommended Texts:

*The Other Wes Moore* by Wes Moore  
*Thirteen Reasons Why* by Jay Asher  
*Warm Bodies* by Isaac Marion  
*A Long Walk to Water* by Linda Sue Park  
*Fences* by August Wilson  
*12 Angry Men* by Reginald Rose  
*March* (graphic novel) by John Lewis  
*A Monster Calls* by Patrick Ness  
*Whirligig* by Paul Fleischman  
*A Child Called It* by Dave Pelzer

### Acknowledgements

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| Teacher        | Building |
|----------------|----------|
| Leslie Baumann | North    |
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| Jim Grannis    | Central  |

Everyday ELA

|                       |         |
|-----------------------|---------|
| Scott Paynter         | Central |
| Cat Stathulis         | North   |
| Kim Swensen           | North   |
| Emily Swank-Kavanaugh | South   |
| Jill Williams         | TOSA    |