

Pocatello/Chubbuck School District #25
ENGLISH LANGUAGE ARTS
Unit 3: Rhetorical Analysis

Grade: 11B

Pacing: 3-4 Weeks

Unit Overview: Learners will begin preparing for various writing situations such as AP tests, SAT/ACT testing, college essays, college-level writing and analysis, or workforce writing. This unit should culminate with a text-based prompt which asks learners to make a claim about the effectiveness of an author's rhetoric and support his or her analysis with textual evidence. This is NOT a literary analysis essay -- learners should be using a nonfiction piece and making claims about the effect or outcome of the work. This essay should go beyond summarizing a text or its rhetorical devices to argue HOW or WHETHER the rhetoric helps the author achieve his or her purpose. This unit introduces a more complex form of academic argument because learners are expected to establish significance of claims, to organize claims logically, and to anticipate audience's values and biases.

REQUIRED SUMMATIVE ASSESSMENT - Administered 'On Demand' over 1 to 2 class periods	
Learning Intention	<p>This unit should culminate with a text-based prompt which asks learners to make a claim about the effectiveness of an author's rhetoric and support his or her analysis with textual evidence.</p> <p>Prompt from My Perspectives Text: Unit 3, page 318 Prompts from College Board: SAT prompts; AP prompts</p>
Success Criteria	<p>See rubric in My Perspectives Text: Unit 3, page 324. See College Board rubrics: SAT essay rubric; AP Rhetorical Analysis Rubric</p>
Exemplars	

WRITING STRAND FOCUS	Learning Intentions	Success Criteria
W.5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include	In this unit learners will formulate a claim to support and evaluate an analysis.	<p>Surface: (I can understand ideas and/or use skills.)</p> <ul style="list-style-type: none"> • I can identify rhetorical devices/ choices • I can summarize the main idea of an argument <p>Deep: (I can relate multiple ideas and/or skills.)</p>

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formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.		<ul style="list-style-type: none"> • I can provide detailed analysis supported by textual evidence. • I can explain connections between the author's purpose and the audience • I can outline an author's claim and line of reasoning <p>Transfer: (I can apply ideas/and or skills in different contexts/disciplines.)</p> <ul style="list-style-type: none"> • Given any prompt, learners will formulate a claim to support and evaluate an analysis.
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READING STRAND FOCUS	Learning Intentions	Sucess Criteria
RC.3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.	In this unit learners will understand how to analyze style and meaning.	<p>Surface: (I can understand ideas and/or use skills.)</p> <ul style="list-style-type: none"> • I can identify themes, purposes, and rhetorical features in a text. • I can summarize the main idea of an argument <p>Deep: (I can relate multiple ideas and/or skills.)</p> <ul style="list-style-type: none"> • I can evaluate how an author uses rhetoric to achieve a purpose. • I can provide detailed analysis supported by textual evidence. <p>Transfer: (I can apply ideas/and or skills in different contexts/disciplines.)</p> <ul style="list-style-type: none"> • Given any prompt, learners will formulate a claim to support and evaluate an analysis.

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LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)		
SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● Determine an author's point of view within a text. ● Identify an author's purpose within a text. ● Identify two or more themes within a text. ● Identify multiple rhetorical features of a text. ● identify evidence that helps support an author's claim or stance. 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● Determine where a text leaves things uncertain. ● Analyze how an author uses and refines the meaning of multiple key terms over the course of a text. ● Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. ● Evaluate whether the structure makes points clear, convincing, and engaging. ● Determine if the rhetorical features are effective. ● Analyze how style and content contribute to the overall effectiveness. ● Participate in civil, democratic discussions about the text. ● Synthesize comments, claims, and evidence made on all sides of an issue. <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> ● Edit and resolve contradictions when possible. ● Determine what additional information or research is required to deepen the investigation or complete the task. ● Generate a precise, knowledgeable claim to guide the argument. ● sequence claims, counterclaims, and evidence in a logical order. ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ quoting, paraphrasing, and summarizing ● Create cohesion with words, phrases, and varied syntax. ● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument. 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● Given any prompt, write an argument to support claims in an analysis appropriate to task, audience, and purpose. ● Produce writing which demonstrates competency of language progression skills.

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	<ul style="list-style-type: none">● Establish and maintain a formal style and objective tone.● Develop and strengthen writing by planning revising, editing, and rewriting before final publication.● Revise writing for standard English grammar and conventions (spelling, punctuation, and capitalization).	
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ACADEMIC VOCABULARY & CONCEPTS

- Style (diction, tone, syntax), literary devices (metaphor, simile, analogy, hyperbole, paradox, satire, sarcasm, irony, understatement, etc.), (audience's) values & biases, varied syntax, overreliance, perspective (clear, distinct, alternative, opposing, divergent), rhetoric (ethos, pathos, logos), claims and counterclaims.

CONTEXT: VETTED MATERIALS/RESOURCES

- My Perspectives Unit 3
- My Perspectives (Savvas Realize) ONLINE Resources and Tools:
 - Selection Tests: High-level, standards-based questions. Great way to prepare for standardized testing
 - Hook and Inspire Texts
 - Video Library
 - Grammar Center (Interactive and Workbook)
 - Writing and Research Center (Essay Genres, Research Writing, Sources and Evidence, Essay Scorer Writing Prompts)
 - Vocabulary Center

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ACCOMPANYING STANDARDS	Learning Intentions
<p>Writing Strand</p> <p>1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p> <p>5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.</p> <p>6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p> <p>7. Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Reading Strand</p> <p>3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.</p> <p>6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>6a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop.</p> <p>6b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.</p> <p>6c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging.</p> <p>6d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>6e. Evaluate the premises and purposes in works of public advocacy</p> <p>Research Strand</p>	

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2. Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

Vocabulary Development Strand: Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

Grammar and Convention Strand: Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.