

English Language Arts, Grade 11, Unit 1

UNIT 4: COMMUNITY, FAMILY, & SURVIVAL	UNIT FOCUS
<p>PRIMARY RESOURCE: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah (920L)</p> <p>RELATED INFORMATIONAL TEXTS, NON-PRINT, & DISCUSSION/INFORMATIVE WRITING TOPICS TO USE:</p> <p>Discussion/Informative Writing Topics:</p> <ul style="list-style-type: none"> The role of rap and hip-hop in Beah’s life Symbolism in <i>ALWG</i> Parables: The wild boar (p. 53), the Bra spider (p. 72), and the trickster monkey (p. 217) Children roles in war Stealing vs. Surviving The definition of “family,” especially when it is configured, challenged, and/or reaffirmed The impact of rehabilitation centers The five goals to: The Convention on the Rights of the Child 2000 United States funding to prohibit child soldiering UNICEF—how to get involved <p>Informational Texts:</p> <ul style="list-style-type: none"> <i>South Sudan: Child Soldiers Thrust into Battle</i>, by Human Rights Watch <i>The Urgent Need – and Hope – for Protecting Children in War</i>, Bede Sheppard <i>Key Steps Taken to End Use of Child Soldiers in Northern Uganda</i>, Motaparthy “Interview: How Security Forces in Somalia Fail to Protect Children,” Audrey Wabwire <i>Afghanistan: Taliban Child Soldier Recruitment Surges</i>, by Human Rights Watch <i>Seeking the Truth Inside a Child Soldier</i>, Jeffrey Gettleman <p>Non-Print (Media):</p> <ul style="list-style-type: none"> Journeyman Pictures. (2008). <i>Simon Leone’s Cocaine-Drugged Child Soldiers</i> (Permission slip may be required) Cinedigm. (2012). <i>Soldier Child</i> (permission slip may be required) 	<p>*Teachers should write, in this section, a narrative on how to use this curriculum for their own needs.</p> <p>*This is a 3-tiered curriculum. To learn more, you can watch a video on how to implement this curriculum at www.everydayitmatters.com</p> <p>* Reference materials: coreset.org, articles at DFs, newsela.com, commonlit.org, and/or nj.gov/education</p> <p>*Media can be found on YouTube and will need to be purchased online (usually downloaded); viewer discretion advised</p>
	<p>PRIMARY FOCUS STANDARDS</p> <p>Reading: RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.6</p> <p>Reading Informational Texts: RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.6</p> <p>Writing: W.11-12.1a-f; W.11-12.3; W.11-12.4; W.11-12.5; W.9-10.9.B; W.10.10</p> <p>Speaking & Listening: SL.11-12.1a-d; SL.11-12.2; SL.11-12.3; SL.11-12.4; SL.11-12.6</p> <p>Language: L.11-12.1a; L.11-12.2a-b; L.11-12.3a; L.11-12.4a-d; L.11-12.5a-b; L.11-12.6</p>
	<p>CURRICULAR FRAMEWORK</p> <ul style="list-style-type: none"> Time Frame: 4-6 weeks Reading Text Type Focus: One extended text; 3-5 short texts Writing Focus: Informative Essay Speaking & Listening Focus: Conduct discussions & report findings Language Focus: Study and apply grammar and vocabulary
	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> People can survive hopeless situations by holding onto their memories Family can comprise a much broader group of people than those related by blood or marriage

Unit 1 Overview

UNIT FOCUS

Topic

Community, Family, and Survival

Overarching Theme(s)

“Family isn’t always blood. It’s the people in your life who want you in theirs; the ones who accept you for who you are. The ones who would do anything to see you smile & who love you no matter what” -- anonymous

Learning Guide

Tier 1: Exploration and Explanation

Tier 2: Guided Learning

Tier 3: Independent Practice / Assessment

Standard-Based

Essential Questions

1. What is the purpose of writing a memoir?
2. What are some of the ways Beah engages and influences his readers?
3. What are the consequences of war? How can we base our individual and cultural perspectives on novels like *ALWG*?

SUMMATIVE WRITING ASSESSMENTS

Culminating Writing Task

Informative Essay

Practice Writing Tasks

Expository

Extension Tasks

1. Create a research project explaining why children soldiers has to be stopped
2. Create an informative PowerPoint explaining what happens psychologically to child soldiers
3. Often in memoirs, characters change and evolve. From ANY of the literary works you have read, choose a character that evolved throughout the story. Write an essay in which you explain how the character changed, why s/he changed, and how this change affected the author as a whole.

Daily Tasks¹

Lesson 1: Intro. to: child soldiers & Sierra Leone’s Cocaine Drugged

Child Soldiers

Lesson 2: One informational text

Lesson 3: NYC 1998 & Ch. 1-4

Lesson 4: Writing task

Lesson 5: Chapter 5-8

Lesson 6: One informational texts

Lesson 7: Discussion topics

Lesson 8: Chapter 9-15

Lesson 9: Discussion topics

Lesson 10: One informational texts

Lesson 11: Chapter 16-21

Lesson 12: Discussion topic

Lesson 13: Culminating Writing Task & *Child Soldiers* (optional)

Lesson 14: Extension tasks (optional)

Tier 1

Tier 2

Tier 3

¹Note: One lesson does not equal one day. Teachers should determine how long to take, depending on each unique class.

Tier 1 Common Core Standards

Reading: Literature Standards	
<input type="checkbox"/> RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<input type="checkbox"/> RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<input type="checkbox"/> RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<input type="checkbox"/> RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<input type="checkbox"/> RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Reading: Informational Text	
<input type="checkbox"/> RI.11-12.6	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Writing Standards	
<input type="checkbox"/> W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<input type="checkbox"/> W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<input type="checkbox"/> W.11-12.2.E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/> W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Speaking & Listening Standards	
<input type="checkbox"/> SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<input type="checkbox"/> SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
Language Standards	
<input type="checkbox"/> L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<input type="checkbox"/> L.11-12.2.B	Spell correctly

Tier 1 Breakdown: Lessons 1-4

Unit 4	<i>A Long Way Gone: Memoirs of a Boy Soldier</i>	
Thematic Essential Questions	1. Should child soldiers be considered responsible for committing acts of violence? 2. How could economic development help the people of countries who currently have child soldiers?	
Concepts and Skills to be Mastered	<p>Reading:</p> <ul style="list-style-type: none"> • Cite evidence (MLA) • Objective summary • Author’s choice • Jargon • Author’s purpose <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Rhetorical strategies <p>Writing:</p> <ul style="list-style-type: none"> • Informative writing • Precise language • Formal style • Audience <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Evidence • Speech delivery <p>Language:</p> <ul style="list-style-type: none"> • Writing conventions • Spelling 	<p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.6 <p>Reading Informational Text Standards Aligned:</p> <ul style="list-style-type: none"> • RI.11-12.6 <p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> • W.11-12.2 • W.11-12.2.D • W.11-12.2.E • W.11-12.4 <p>Speaking & Listening Standards Aligned:</p> <ul style="list-style-type: none"> • SL.11-12.3 • SL.11-12.6 <p>Language Standards Aligned:</p> <ul style="list-style-type: none"> • L.11-12.1.A • L.11-12.2.B

SAMPLE

Tier 1 Breakdown, continued

Learning Targets

Students can...

Reading

- ✚ Cite evidence and use direct quotes, paraphrase, objectively summarize (focus of personal texts)
- ✚ Construct an objective summary of the text
- ✚ Identify and analyze the choices made by the author including the choice of main plot organization and development, characterization and character interaction
- ✚ Determine and evaluate technical meaning (jargon)
- ✚ Explain the difference between the literal and the actual meaning as it pertains to the author's purpose

Reading Informational Text:

- ✚ Analyze how an author uses various rhetorical strategies to advance the purpose

Writing

- ✚ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ✚ Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- ✚ Choose a formal style and objective tone
- ✚ Determine and address audience (intended readers) appropriately

Speaking & Listening

- ✚ Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant
- ✚ Adapt speech to a variety of audiences and purposes

Language

- ✚ Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- ✚ Speak correctly

SAMPLE

Tier 2 Common Core Standards

Reading: Literature Standard

 RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<input type="checkbox"/>	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<input type="checkbox"/>	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<input type="checkbox"/>	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<input type="checkbox"/>	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Reading: Informational Text Standards		
<input type="checkbox"/>	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<input type="checkbox"/>	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Writing Standards		
<input type="checkbox"/>	W.11-12.2.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.
<input type="checkbox"/>	W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<input type="checkbox"/>	W.11-12.2.E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/>	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)
<input type="checkbox"/>	W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Table 2 Common Core Standards, continued

Speaking & Listening Standards		
<input type="checkbox"/>	SL.11-12.1.A	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)

<input type="checkbox"/> SL.11-12.1.B	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)
Language Standards	
<input type="checkbox"/> L.11-12.2.A	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<input type="checkbox"/> L.11-12.2.B	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>The Chicago Handbook</i> , <i>Strunk and White's The Elements of Style</i> , <i>Merriam-Webster's Manual for Writers</i>) appropriate for the discipline and writing type.
<input type="checkbox"/> L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or connotations of a word (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).
<input type="checkbox"/> L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the intended meaning in context or in a dictionary).
<input type="checkbox"/> L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SAMPLE

Tier 2 Breakdown: Lessons 5-11

Unit 4	<i>A Long Way Gone: Memoirs of a Boy Soldier</i>
Thematic Essential Questions	<ol style="list-style-type: none"> 1. Can there ever be: universal rights and wrongs? 2. What is family? How can this term be interchangeable for some?

<p>Concepts and Skills to be Mastered</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Explicit and implicit details • Inferences • Text order • Tone • Literal meaning 	<p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.6
	<p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Draw conclusions • Characters 	<p>Reading Informational Text Standards Aligned:</p> <ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.3
	<p>Writing:</p> <ul style="list-style-type: none"> • Writing clearly and accurately • Precise language • Style and tone • Appropriate style • Plan, revise, and edit 	<p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> • W.11-12.2.A • W.11-12.2.D • W.11-12.4.E • W.11-12.5
	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Articulation • Challenge ideas 	<p>Speaking & Listening Standards Aligned:</p> <ul style="list-style-type: none"> • SL.11-12.1.A • SL.11-12.1.B
	<p>Language:</p> <ul style="list-style-type: none"> • Writing conventions • Spelling • Prefix and suffix • Reference materials • Figurative language 	<p>Language Standards Aligned:</p> <ul style="list-style-type: none"> • L.11-12.2.A • L.11-12.2.B • L.11-12.4.B • L.11-12.4.D • L.11-12.5.A

SAMPLE

Tier 2 Breakdown: Lessons 5-11, continued

Learning Targets

Students can...

Reading

- ✚ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text
- ✚ Make inferences through the use of details, word choice, and literary elements regarding the thematic development
- ✚ Analyze how the order in which each is presented in the text impacts the overall text
- ✚ Determine how the tone supports the overall meaning of the text
- ✚ Determine the difference between the literal and the actual meaning as it pertains to the author's purpose

Reading Informational Texts

- ✚ Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence
- ✚ Identify and analyze the choices made by the author regarding the choice of setting, plot organization and development, characterization and character interaction
- ✚ Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

Writing

- ✚ Examine and communicate complex ideas and concepts, and information clearly and accurately
- ✚ Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- ✚ Choose a formal style and objective tone
- ✚ Understand and utilize appropriate style
- ✚ Plan, revise, edit, rewrite, and try a new approach, focusing on addressing what is most significant for a specific purpose or audience

Speaking & Listening

- ✚ Articulate ideas clearly and persuasively in a discussion
- ✚ Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity

Language

- ✚ Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- ✚ Spell accurately
- ✚ Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
- ✚ Consult reference materials to derive word meanings and correct pronunciation of words
- ✚ Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox

Tier 3 Common Core Standards

Reading: Literature Standards	
<input type="checkbox"/> RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Reading Informational Text Standards	
<input type="checkbox"/> RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<input type="checkbox"/> RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<input type="checkbox"/> RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	
<input type="checkbox"/> W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each 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.
<input type="checkbox"/> W.11-12.2.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.
<input type="checkbox"/> W.11-12.2.C	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.
<input type="checkbox"/> W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<input type="checkbox"/> W.11-12.2.E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input type="checkbox"/> W.11-12.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<input type="checkbox"/> W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<input type="checkbox"/> W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of language standards 1-3 above and including grades 11-12 here.)
<input type="checkbox"/> W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<input type="checkbox"/> W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Tier 3 Common Core Standards, continued

Speaking & Listening Standards	
<input type="checkbox"/> SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<input type="checkbox"/> SL.11-12.1.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 convergent and creative perspectives.
<input type="checkbox"/> SL.11-12.1.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.
<input type="checkbox"/> SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<input type="checkbox"/> SL.11-12.4	Present information, findings, and supporting evidence, conveying clear and specific perspectives, 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.
Language Standards ²	
<input type="checkbox"/> L.11-12.2.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.
<input type="checkbox"/> L.11-12.3.A	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<input type="checkbox"/> L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine its clarity, precise meaning, its part of speech, its etymology, or its standard usage.
<input type="checkbox"/> L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

²Note: For the culminating writing task, teachers may add more language standards from Tier 1 and Tier 2

Tier 3 Breakdown: Lessons 12-14

Unit 4	<i>A Long Way Gone: Memoirs of a Boy Soldier</i>	
Thematic Essential Questions	1. How did rehabilitation help save Ishmael? What are other resources people can use? 2. What is the purpose of writing an informative essay?	
Concepts and Skills to be Mastered	<p>Reading:</p> <ul style="list-style-type: none"> Text evidence (MLA) <p>Reading Informational Text:</p> <ul style="list-style-type: none"> Conclusions Text structure Connections <p>Writing:</p> <ul style="list-style-type: none"> Organization Introduction Transitions Precise language Style and tone Conclusion Audience Plan, revise, edit, & rewrite Technology MLA format <p>Speaking & Listening:</p> <ul style="list-style-type: none"> Goals and roles Clarify, verify, or challenge Propel conversation Listen and evaluate Summarize and evaluation <p>Language:</p> <ul style="list-style-type: none"> Writing conventions Reference materials Academic language 	<p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> RL.11-12.1 <p>Reading Informational Text Standards Aligned:</p> <ul style="list-style-type: none"> RI.11-12.1 RI.11-12.3 RI.11-12.10 <p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> W.11-12.1 W.11-12.2.A W.11-12.2.B W.11-12.2.C W.11-12.2.D W.11-12.2.E W.11-12.2.F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 <p>Speaking & Listening Standards Aligned:</p> <ul style="list-style-type: none"> SL.11-12.1.B SL.11-12.1.C SL.11-12.1.D SL.11-12.2 SL.11-12.4 <p>Language Standards Aligned:</p> <ul style="list-style-type: none"> L.11-12.2.B L.11-12.3.A L.11-12.4.C L.11-12.6

Tier 3 Breakdown: Lessons 12-14, continued

Learning Targets

Students can...

Reading

- Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)

Reading Information Texts

- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- Explain how the choices of text structure impact the meaning of the text
- Make connections among ideas and between texts

Writing

- Effectively select, organize, and analyze content
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Incorporate analysis of textual evidence to support content format effectively; organize graphics; provide multimedia when useful
- Write a concluding paragraph or section that supports the information presented
- Determine and address the audience (intended readers) appropriately
- Plan, revise, edit, rewrite, or use new approaches to focus on addressing what is most significant for a specific purpose or audience
- Use technology proficiently for research, publication, and collaboration
- Follow a standard format for citations (MLA, APA, etc.)

Speaking & Listening

- Establish goals and roles for group members and adhere to assigned roles
- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
- Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and citation of others' comments
- Listen to and evaluate multiple sources of information in diverse formats and media
- Consider analyzing the speaker, argument, organization, diction, and tone

Language

- Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- Writing a variety of different syntaxes
- Consult reference materials to derive word meanings and correct pronunciation of words

Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

SAMPLE