

English Language Arts, Grade 11, Unit 2

| UNIT 2: IT'S NOT EASY CHASING THE AMERICAN DREAM | UNIT FOCUS |
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| <p>PRIMARY RESOURCE: <i>Of Mice and Men</i> by John Steinbeck (630L)</p> <p>RELATED TEXTS</p> <p>Informational Texts (Nonfiction):</p> <ul style="list-style-type: none"> • <i>Letter to My Son</i>, Ta-Nehisi Coates (N/A) • <i>I Have a Dream Speech</i>, Martin Luther King (1130L) • <i>The Migrant Experience</i>, Robin A. Fanslow, Library of Congress (N/A) • "Excerpt from <i>The Harvest Gypsies</i>," John Steinbeck (1260L) • <i>Burning a Book</i>, William Stafford (N/A) <p>Non-Print Text (Media on YouTube):</p> <ul style="list-style-type: none"> • Foote, H., & Sinise S. (Producers). Sinise (Director). (1992). <i>Of Mice and Men</i> (available on YouTube for \$2.99) • US National Archives. (2009). <i>Stories from the Great Depression</i>. <p>Subjects Worth Discussing:</p> <ul style="list-style-type: none"> • The Great Depression • Determinism vs Free Will • Societal victims • The effects of The Great Depression • -ism's • Treatment for mental health • Capitalism and Socialism • Good vs. Evil • George's final decision | <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.everydaymatters.com</p> <p>* Reference materials: cores.lantern.org, articles and PDFs, 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 6-10 minutes); viewer discretion advised</p> <p>*Heavy emphasis on writing standards</p> <p>PRIMARY FOCUS STANDARDS</p> <p>Reading: L.11-12.1; L.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.6</p> <p>Reading Informational Text: RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RI.11-12.8; RI.11-12.9</p> <p>Writing: W.11-12.1a-e; W.11-12.4; W.11-12.5; W.11-12.6; W.11-12.9, W.11-12.10</p> <p>Speaking & Listening: SL.11-12.1a-d; SL.11-12.2; SL.11-12.3; SL.11-12.4; SL.11-12.5; 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: 6-8 weeks • Reading Text Type Focus: One extended text; 3-5 short texts • Writing Focus: Literary analysis and routine writing • Speaking & Listening Focus: Conduct discussions & report findings • Language Focus: Write and edit work so that it conforms to the MLA guidelines <p>BIG IDEA(S)</p> <ul style="list-style-type: none"> • People with power need to be incredibly mindful to not over abuse this power • Mice and men are much different • Chasing the American dream isn't as easy as you think, but it is attainable |

Unit 2 Overview

UNIT FOCUS

Topic

It's not easy chasing the American Dream

Overarching Theme(s)

Sometimes life teaches grim lessons about the nature of human existence

Learning Guide

Tier 1: Exploration and Explanation

Tier 2: Guided Learning

Tier 3: Independent Practice / Assessment

Standard-Based Essential Questions

1. What techniques does Steinbeck use to convey his ideas in his writing?
2. What role does conflict play in a novel? How does the author use it to establish mood? Theme? Characterization?
3. How does Steinbeck's commentary on *power* still apply to our world today?

SUMMATIVE WRITING ASSESSMENTS

Culminating Writing Task

Literary Analysis Essay

Practice Writing Tasks

Informative Writing

Extension Tasks

1. Debate George's final decision to kill Lennie. Use debate techniques and set up your presentation like a formal debate (1-2 people per side). Use facts, opinions and examples from the novel as well as outside information.
 2. Research the time period in more depth focusing on the arts/culture of the Great Depression. Present a PowerPoint with examples. At least 10 slides minimum.
 3. Create a drawing of each chapter from the book focusing on the setting and major events. Include 2-3 sentences each.
 4. Research human euthanasia. Prepare a presentation about human euthanasia. Provide your opinion on the topic and explain the connection to *Of Mice and Men*. At least 10 slides minimum.
 5. Prepare a presentation on discrimination on how it was emphasized in the novel (-ism's) Explain the effects of racism today. At least 10 slides minimum.
- *A bibliography is needed in tasks 1 and 3-5

Daily Tasks¹

Lesson 1: Intro. to 1930s; migrant workers in C.A.; Great Depression

Lesson 2: "Excerpt from The Harvest Gypsies" and *Stories from the Great Depression*

Lesson 3: Informative writing task

Lesson 4: Chapters 1-2

Lesson 5: "Letter to My Son"

Lesson 6: Informative writing task

Lesson 7: Chapters 3-4

Lesson 8: I Have a Dream Speech and *The Migrant Experience*

Lesson 9: Informative writing task

Lesson 10: Chapter 5

Lesson 11: Chapter 6 & *Burning a Book*

Lesson 12: Culminating Writing Task (Writing prompt should include an analysis *Of Mice and Men* and one informational texts)

Lesson 13: Extension tasks (students choose one)

Tier 1




Tier 2

Tier 3




¹**Note:** 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

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|  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. |
|  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. |
|  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). |







Reading: Informational Text

| | |
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|  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. |
|  RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
|  RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |

Writing Standards

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|  W.11-12.1.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. |
|  W.11-12.1.B | Develop claim(s) and counterclaims thoroughly, applying the most relevant evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims; anticipate the audience's knowledge level, concerns, values, and possible biases. |
|  W.11-12.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
|  W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
|  W.11-12.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
|  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.) |
|  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.) |
|  W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Tier 1 Common Core Standards, continued

| Speaking & Listening Standards | |
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|  SL.11-12.1.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. |
| Language Standards | |
|  L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
|  L.11-12.2.B | Spell Correctly |
|  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. |
|  L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|  L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their use in the text. |

SAMPLE

Tier 1 Breakdown: Lessons 1-5

| Unit 2 | <i>Of Mice and Men</i> | |
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| Thematic Essential Questions | 1. How can we create a culture where conflicts can lead to constructive change? 2. What are the elements of true friendship? How might these elements change or grow over time? | |
| Concepts and Skills to be Mastered | <p>Reading:</p> <ul style="list-style-type: none"> • Cite • Theme • Author choice <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Inferences • Word choice • Style <p>Writing:</p> <ul style="list-style-type: none"> • Introducing a claim • Developing claim(s) • Consistency in writing • Writing style • Conclusion • Writing purpose • Planning templates • Comparing themes <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Referring to evidence <p>Language:</p> <ul style="list-style-type: none"> • Language changes • Non-convention • Syntax • Reference materials • Figurative language | <p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.4 • RI.11-12.6 <p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> • W.11-12.1.A • W.11-12.1.B • W.11-12.1.C • W.11-12.1.D • W.11-12.1.E • W.11-12.4 • W.11-12.5 • W.11-12.9 <p>Speaking & Listening Standards Aligned:</p> <ul style="list-style-type: none"> • SL.11-12.1.A <p>Language Standards Aligned:</p> <ul style="list-style-type: none"> • L.11-12.1.A • L.11-12.2.B • L.11-12.3.A • L.11-12.4.D • L.11-12.5.A |

Learning Targets

Students can...

Reading

- ✚ Cite evidence (using MLA format), use direct quotes, paraphrase, and objectively summarize (free of personal bias) using *Of Mice and Men* and informational texts
- ✚ Determine two or more themes or central ideas between *Of Mice and Men* and [informational texts]
- ✚ Identify and analyze the choices made by Steinbeck including the choice of setting, plot organization and development, characterization and character interaction (George and Lennie, Curly and his wife)

Reading Informational Text:

- ✚ Draw inferences using implicit and explicit text evidence
- ✚ Explain how word choice creates tone
- ✚ Focus on both how the text is written and what the text is about

Writing

- ✚ Learn how to introduce argument(s) clearly and accurately with regard to counterclaims
- ✚ Understand and establish why the claim is important
- ✚ Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reasoning
- ✚ Maintain an appropriate style and tone for the task, omitting personal bias
- ✚ Write a concluding statement that supports the information presented
- ✚ Identify and understand the writing purpose
- ✚ Create and use appropriate planning templates
- ✚ Analyze in writing how multiple texts explore similar themes or how multiple themes in one text contribute to a larger theme















Speaking & Listening

- ✚ Refer to evidence from texts and other research during discussions















Language

- ✚ Understand that language and appropriate usage changes
- ✚ Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- ✚ Write using a variety of different syntaxes
- ✚ 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 2 Common Core Standards

| Reading: Literature Standard | |
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|  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. |
|  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. |
|  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.) |
|  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 | |
|  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. |
|  RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
|  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. |
|  RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and develops the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
|  RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| Writing Standards | |
|  W.11-12.1.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. |
|  W.11-12.1.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. |
|  W.11-12.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
|  W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
|  W.11-12.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |

Tier 2 Common Core Standards, continued

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|  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.) |
|  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 conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) |
|  W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Speaking & Listening Standards | |
|  SL.11-12.1.A | Come to discussions prepared, having read and researched material for study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. |
|  SL.11-12.1.B | Work with peers to promote civil, democratic discussions, and on-matters, set clear goals and deadlines, and establish individual roles as needed. |
| Language Standards | |
|  L.11-12.1.A | Apply the understanding that usage is a matter of convention, or change over time, and is sometimes contested. |
|  L.11-12.2.A | Observe hyphenation conventions. |
|  L.11-12.2.B | Spell correctly. |
|  L.11-12.3.A | Vary syntax for effect, consulting general references (e.g., <i>Wolfe's Annotational Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts in order to analyze them. |
|  L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|  L.11-12.4.B | Identify and correct use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
|  L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|  L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
|  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. |

Tier 2 Breakdown: Lessons 6-10

| Unit 2 | <i>Of Mice and Men</i> | |
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| Thematic Essential Questions | 1. What is the difference between “surviving” and “living”? 2. How can we support people who feel alone and are uncertain about themselves due to social and psychological factors? | |
| Concepts and Skills to be Mastered | <p>Reading:</p> <ul style="list-style-type: none"> • Strong details • Themes • Tone • Satire, sarcasm, irony, and understatement <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Logical judgments • Themes • Text structure • Jargon • Rhetorical strategies <p>Writing:</p> <ul style="list-style-type: none"> • Writing structure (literary analysis) • Claims • Consistency • Audience • Conclusion • Appropriate style • Planning to write • A larger theme <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Building ideas • Challenging ideas <p>Language:</p> <ul style="list-style-type: none"> • Reference materials • Writing conventions • Spelling • Mechanics manual • Reference materials • Figurative language | <p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RL.11-12.6 <p>Reading Informational Text Standards Aligned:</p> <ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.6 <p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> • W.11-12.1.A • W.11-12.1.B • W.11-12.1.C • W.11-12.1.D • W.11-12.1.E • W.11-12.4 • W.11-12.5 • W.11-12.9 <p>Speaking & Listening Standards Aligned:</p> <ul style="list-style-type: none"> • SL.11-12.1.A • SL.11-12.1.B <p>Language Standards Aligned:</p> <ul style="list-style-type: none"> • L.11-12.1.A • L.11-12.2.A • L.11-12.2.B • L.11-12.3.A • L.11-12.4.A • L.11-12.5.A |

Tier 2 Breakdown: Lessons 6-10, continued

Learning Targets

Students can...

Reading

- + Determine the difference between strong and insufficient (unreliable) details
- + Analyze themes/central ideas as it develops over the course of the text
- + Explain how the tone supports the overall meaning of the text
- + Determine what the text actually means, considering satire, sarcasm, irony, and understatement

Reading Informational Texts

- + Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- + Analyze themes/central ideas as it develops over the course of the text
- + Explain how the order in which each is presented in the text impacts the overall text
- + Determine and evaluate technical meaning (argon)
- + Analyze how an author uses various rhetorical strategies to advance that purpose.

Writing

- + Structure arguments so that there is a clear relation and correlation between the claim(s), counterclaim(s), reasons, and evidence
- + Treat claims and counterclaims equitably, taking into account what their audience knows as well as what concerns they might have
- + Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reasons
- + Consider and anticipate the audience's education, beliefs, and feelings about the subject
- + Write a concluding statement that supports the information presented
- + Understand and utilize appropriate style
- + Create and use appropriate planning templates
- + Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme

Speaking & Listening

- + Draw and build on the ideas of others in a discussion
- + Analyze, verify, or challenge ideas and conclusions in a discussion or collaborative activity

Language





- + Use reference materials to help maintain appropriate grammar and usage dependent on the audience and situation
- + Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- + Spell correctly

- ✚ Consult a MLA style manual, which conforms to discipline-specific guidelines, while writing and editing a work
- ✚ 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






SAMPLE

Tier 3 Common Core Standards






Reading: Literature Standards

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|  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. |
|  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. |
|  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.) |
|  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














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|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  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. |
|  RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
|  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. |
|  RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
|  RI.11-12.6 | Determine an author's point of view or purpose in a text in which rhetoric is particularly effective, analyzing how style and content contribute to the power and persuasiveness of the text. |

Writing Standards








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|  W.11-12.1.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. |
|  W.11-12.1.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. |
|  W.11-12.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
|  W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
|  W.11-12.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |

Level 3 Common Core Standards, continued

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|  W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and |
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| | audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|  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.) |
|  W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|  W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| Speaking & Listening Standards | |
|  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. |
|  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 divergent and creative perspectives. |
|  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. |
|  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. |
|  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. |
|  SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks. |
|  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 Standards² | |
|  L.11-12.1.A | Apply knowledge and understanding that language is a matter of convention, can change over time, and is sometimes contested. |
|  L.11-12.2.A | Observe hyphenation conventions. |
|  L.11-12.2.B | Spell correctly. |

Grade 3 Common Core Standards, continued

| | |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  L.11-12.3.A | Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|  L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|  L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). |
|  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 or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
|  L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|  L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
|  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 11-13

| Unit 2 | <i>Of Mice and Men</i> | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thematic Essential Questions | 1. In today's world, would you agree our humanity is "good" or "evil?" Why do you feel this way? 2. Why is it crucial to consider the effects of our words and actions on other people? | |
| Concepts and Skills to be Mastered | <p>Reading:</p> <ul style="list-style-type: none"> • Explicit and implicit details • Themes • Tone • Meaning <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Author choice • Inferences • Text structure • Figurative meaning • Rhetorical decisions <p>Writing:</p> <ul style="list-style-type: none"> • Crafting an argument • Structure of a literary analysis • Consistency • Appropriate style • Conclusion • Structure • Edit/rewrite • Themes • Research <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Diverse perspectives • Encouraging others • Propelling conversations • Making decisions • Acting • Presenting information • Speech delivery <p>Language:</p> | <p>Reading Standards Aligned:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RL.11-12.6 <p>Reading Informational Text Standards Aligned:</p> <ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 <p>Writing Standards Aligned:</p> <ul style="list-style-type: none"> • W.11-12.1.A • W.11-12.1.B • W.11-12.1.C • W.11-12.1.D • W.11-12.1.E • W.11-12.4 • W.11-12.5 • W.11-12.9 • W.11-12.10 <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.11-12.3 • SL.11-12.4 • SL.11-12.6 <p>Language Standards Aligned:</p> |

- Reference materials
- Writing conventions
- Spelling
- MLA style manual
- Reference materials
- Affixes and roots
- Correct pronunciation
- Etymology
- Figurative language
- Academic language

- L.11-12.1.A
- L.11-12.2.A
- L.11-12.2.B
- L.11-12.3.A
- L.11-12.4.A
- L.11-12.4.B
- L.11-12.4.C
- L.11-12.4.D
- L.11-12.5.A
- L.11-12.6

SAMPLE

Tier 3 Breakdown: Lessons 11-13, continued

Learning Targets

Students can...

Reading

- + Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text
- + Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)
- + Explain how the tone supports the overall meaning of the text
- + Explain the difference between the literal and the actual meaning as it pertains to the author's purpose

Reading Information Texts

- + Identify the moments where the author is inconclusive or uncertain, allowing the reader to draw conclusions based on textual evidence
- + Compile inferences through the use of details, word choice, and literary elements regarding the thematic development
- + Evaluate how the choices of text structure impact the meaning of the text
- + Assess figurative meaning
- + Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text

Writing

- + Determine how many reasons, positions, details, quotations and other information are needed to effectively craft an argument
- + Structure arguments so that there is an assertion and correlation between the claim(s), counterclaim(s), reasons, and evidence
- + Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason
- + Maintain an appropriate style and tone for the task, omitting personal bias
- + Write a concluding statement that supports the information presented
- + Understand how structure, style and rhetorical devices convey the purpose of writing
- + Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
- + Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme
- + Synthesize research gathered over shorter time frames into a long-term research project

Speaking & Listening

- + Respect and promote diverse perspectives in a discussion or collaborative activity
- + Encourage others to participate in a discussion or collaborative activity; discuss and question the argument and evidence
- + Continue to propel conversations by posing and responding to questions that connect broader ideas as well as through reflection and evaluation of others' comments
- + Utilize multiple sources of information in order to make decisions
- + Engage as an active listener and participant
- + Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective; draw information from primary and secondary sources, and provide a conclusion; organize, develop, and produce a presentation in a style appropriate to my purpose and audience; present information clearly, concisely, and logically; use correct eye contact; adapt volume and tone to audience and purpose; speak with clear pronunciation ***(create a rubric using these standards)**
- + Adapt speech delivery to audience and purpose

Language


- + Recognize and use appropriate grammar and usage in writing and speaking
- + Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- + Spell correctly
- + Write using a variety of different syntax
- + Consult reference materials to derive word meanings and correct pronunciation of words
- + Use context clues to derive word meanings
- + 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
- + Trace the etymology of words
- + Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox
- + Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

How to Organize an Argumentative Essay³

| Introduction Paragraph ⁴ : GST | Sentence Starters | Helpful Hints |
|-------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| G-eneral statement | | |
| S-pecific statement | In [title of book] written by [author] the [main character, problem, and/or summary of book]... | This may be extended to two-three sentences |
| T-hesis | | Rewrite the writing prompt, answer the writing prompt, and insert <u>because</u> #1 reason, #2 reason, #3 reason. |
| Body Paragraph 1-3 ⁵ : TEXI(T) | Sentence Starters | Helpful Hints |
| T-opic sentence | | Use a variety of sentence types: appositives, subordinating conjunctions, FANBOYS, or a rhetorical question |
| E-xample | For example, | This can either be an example from the text (in your own words) or an example of a real-life situation that is comparable |
| teXt citation | The text it states, "[enter citation]" (page number). | Add higher level sentence starters instead of "In the text it states" |
| I-nsight | This quote shows that... | Explain the quotation in your own words; add counterclaim in 2 nd or 3 rd body paragraph; may be extended to 1-3 sentences |
| (T)-ransition | Nonetheless, however, have the 1 st word be a transition to wrap up the paragraph | Create posters of transition words—exclude "in conclusion" |
| Conclusion Paragraph ⁶ : TSG | Sentence Starters | Helpful Hints |
| T-hesis | | Rewrite the thesis in the 1 st paragraph |
| S-pecific statement | | No need to rewrite the title or author; however, this sentence needs to emphasize the argument |
| G-eneral statement | | Powerful statement that sums up the argument |

³**Note:** created by Erica Serain-Hoffman; the acronym TEXI was created by anonymous; as the year develops teachers may add two more sentences to both the introduction and conclusion paragraph; for more rigor create the acronym TEXIEXI(T), for your body paragraphs—now each body paragraph will have two pieces of text evidence and two insights; create a song of the acronyms: GST, TEXI(T), TSG for memorization and fun!

⁴**Note:** The "general statement" is a **broad statement** about the topic of the writing task, the "specific statement" **must** include the author's name, the title of the novel, and a counter argument (usually with the main character(s) name), and the "thesis" has **three reasons** that support the argument

 **Helpful hint: explain to your students that in the specific sentence be SPECIFIC! It's supposed to be a long sentence.**

 **Helpful hint: until mastery is shown for the thesis statement, explain how adding the word "because" will help develop their claims**

⁵**Note:** The "topic sentence" (should be written as either an appositive, compound sentence, or a subordinating conjunction) makes an argument that **directly** answers the question given in the writing prompt, the "example" is a piece of evidence (in your own words) that supports your argument, the "text citation" should be in MLA format, the "insight" needs to explain the quote (in your own words; no repetition) that emphasizes the argument, and the "transition" statement should start with a transition word, followed by wrapping up the paragraph.

⁶**Note:** This is only a flip of the introduction paragraph; however, the "specific" and "general" statements must be different than the introduction

Example of an Argumentative Essay

| Example Writing Prompt: | | What do you think would have happened if Brian found the survival pack much earlier in the book? |
|-----------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction Paragraph | | Example |
| G -eneral statement | Topic = survival pack | When traveling on a commercial airplane, each plane is accompanied with a survival pack in case of any emergency. |
| S -pecific statement | Include title, author, main character (in this case), setting, and summary | In <i>Hatchet</i> written by Gary Paulsen the main character, Brian , survives the crash in the Canadian forest. Unfortunately, and ironically, Brian didn't find the survival pack until the same day he was rescued. |
| T -hesis | For beginners, use the word "because" to help develop the thesis | If Brian were to find the survival pack much earlier in the book, he would have never survived because he would have never learned the important values of inner strength and perseverance, the survival pack included only manmade resources, and he would have never learned how to use the forest to survive. |
| Body Paragraph: (Only 1 Body ¶ as an example) | | |
| T -opic sentence | Appositive, subordinating conjunction, FANBOYS, or a question | The survival pack from Cessna 406 contained numerous lifesaving items that Brian didn't find the day he was rescued, but if he were to find it earlier in the book he would have never survived. |
| E -xample | | For example, Brian learned two valuable lessons in the 54 days he was deserted that ultimately made him survive: inner strength and perseverance. |
| teXt citation | MLA | In the text it says, "He did not know how long it took, but later he looked back on this time of crying in the corner of the rock cave and thought of it as when he learned the most important rule of survival, which was that feeling sorry for yourself didn't work. It wasn't just that it was wrong to do, but that it was considered incorrect. It was more than that—it didn't work" (77). |
| I -nsight | | This quote shows Brian's change in his outlook on survival. He realized that being upset was not going to change his circumstance and that all he knew was: without his inner strength and perseverance he would have never been able to survive. |
| (T) -ransition | | Therefore, if Brian were to have the survival pack earlier in the book he would have never learned these two valuable lessons. |
| Conclusion Paragraph | | |
| T -hesis | Teachers dislike: rewording the thesis (I personally keep it as the same as the intro.) | If Brian were to find the survival pack much earlier in the book, he would have never survived because he would have never learned the important values of inner strength and perseverance, the survival pack included only manmade resources, and he would have never learned how to use the forest to survive. |
| S -pecific statement | | This clearly shows that Paulsen's use of rhetoric created a shocking surprise when Brian did eventually find the survival pack; however, Paulsen knew that if Brian had found the survival pack in the beginning of the story he would have never been able to endure the extreme challenges he faced. |
| G -eneral statement | | Thus, a survival pack will always be a resourceful tool in order to survive a plane crash, but in Brian's story—a survival pack would have killed him. |