

# 12th Grade ELA Frameworks 2015-2020

## 12th Grade - Unit 3 (Assessments 6,7,8) Semester 2

Theme: What impact do multiple perspectives have?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1 - citing evidence 3 – analyze characters/events 6- Point of View (Irony/Satire)	1- Argument 2- explanatory writing	1-Prepare and participate	
<b>Topical Essential Questions</b>	How do readers analyze author's use of diction, syntax, and other literary techniques in order to create an interpretation of the text and infer an author's purpose?	How can looking at literature through different lenses enhance a reader's understanding of the text?  How do writers produce a thorough and appropriate analysis of a work of literature?	How do speakers prepare and participate in discussion to glean new interpretations of a text?	
<b>Enduring Understandings</b>	Readers' close-read to infer and determine author's purpose and style using knowledge of literary techniques.	Readers understand and apply the different lenses to explore and interpret the text beyond the surface level understanding.	Speakers read and annotate text prior to collaborative group discussions. Group discussions, with specific roles, encourage deeper analysis and understanding of the text.	
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Back Channel Chat Questioning Techniques Discussion Stems Note-taking Active listening Character Mapping STEAL (What the character SAYS, What the character THINKS, The EFFECT the character has on others, The ACTIONS of the character, How the character LOOKS) Body Biography Hero Cycle Literary Lenses (New, Gender Studies, Archetypal, Marxist, Cultural, Psychoanalytic, etc.) Synopsis Review formatting examples Note-taking & Annotation Creating analytical thesis statements & claims		<b>1. Evaluating Text</b> <ol style="list-style-type: none"> <li>Explaining theme</li> <li>Writing Argument</li> <li>Discuss with a group</li> </ol> <b>2. Analyzing Characters &amp; Events</b> <ol style="list-style-type: none"> <li>Evaluate Character</li> <li>Structure writing</li> <li>Writing argument</li> </ol> <b>3. Literary Analysis</b> <ol style="list-style-type: none"> <li>Address characters</li> <li>Address events</li> <li>Create argument</li> </ol>	

<b>Learning Targets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can define textual evidence (“word for word” support).</li> <li><input type="checkbox"/> I can define inference and explain how a reader uses textual evidence to reach a logical conclusion(“Based on what I’ve read, it’s most likely true that…”).</li> <li><input type="checkbox"/> I can read closely and find answers explicitly in text and answers that require an inference.</li> <li><input type="checkbox"/> I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</li> <li><input type="checkbox"/> I can determine places in the text that leaves matters uncertain (E.g., when the reader must draw his/her own conclusions/assumptions).</li> <li><input type="checkbox"/> I can identify an author’s point of view in a text.</li> <li><input type="checkbox"/> I can analyze words stated directly in a text and determine when an author is requiring the reader to make an inference as to what is really meant (e.g., reading between the lines)</li> <li><input type="checkbox"/> I can recognize when the authors use literary techniques (e.g., satire, sarcasm, irony, or understatement) to shape the content and style of a text.</li> <li><input type="checkbox"/> I can identify elements of a story of drama (e.g., setting, events, characters).</li> <li><input type="checkbox"/> I can analyze how elements of a story or drama are developed and/or interrelated.</li> <li><input type="checkbox"/> I can analyze the impact of an author’s choices in presenting elements of a story or drama.</li> <li><input type="checkbox"/> I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.</li> <li><input type="checkbox"/> I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s).</li> <li><input type="checkbox"/> I can identify alternate or opposing claims that counter my argument.</li> <li><input type="checkbox"/> I can organize claims, counterclaims, reasons, and evidence into a logical sequence.</li> <li><input type="checkbox"/> I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both.</li> <li><input type="checkbox"/> I can present my argument in a formal style and objective tone.</li> <li><input type="checkbox"/> I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</li> <li><input type="checkbox"/> I can provide a concluding statement/section that supports my argument</li> <li><input type="checkbox"/> I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and share with my audience.</li> <li><input type="checkbox"/> I can define common organizational/formatting tructurea (e.g., headings, graphics multimedia) and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it.</li> <li><input type="checkbox"/> I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure.</li> <li><input type="checkbox"/> I can present my information maintaining and objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and syntax (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.</li> <li><input type="checkbox"/> I can review and/or research material(s) to be discussed and determine key points and/or central ideas.</li> <li><input type="checkbox"/> I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.</li> <li><input type="checkbox"/> I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</li> <li><input type="checkbox"/> I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</li> <li><input type="checkbox"/> I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</li> <li><input type="checkbox"/> I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</li> <li><input type="checkbox"/> I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.</li> </ul>		
<b>Vocabulary Suggestions</b>	<b>Tier 2</b>	<b>Tier 3</b>	
	Structure Limitation Effect Evidence Focus Appropriate Limited	Critique Stylistic effect Tone Perspective Psychological criticism Historical criticism Marxist criticism Montage Motif	Focusing lens Flashback Style Literary movement Archetypal criticism Cultural criticism Feminist criticism Debate Imagery

<b>Recommended Text</b>	Dystopian Lit (The Giver, Hunger Games, Ready Player One, Divergent) Macbeth Short Stories Film Review
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## 12th Grade ELA Frameworks 2015-2020

### 12th Grade - Unit 4 (Assessments 9 and 10) Semester 2

Theme: What can be gained from examination and reflection?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1- Citing Evidence	1 - Argument 4 - Task, audience, and purpose	3- Evaluate speaker 4- Present information 5- Use digital media	
<b>Topical Essential Questions</b>	How have universal themes developed over time through literature and media?  How do authors create themes that can be used over time?	How do writers communicate who they are and how their identities have been molded?	Why is utilizing and incorporating a balance of digital media important?	
<b>Enduring Understanding s</b>	Readers examine universal themes in literature and media to determine patterns and relevancy that integrate past and present.	Writers use their experiences, characters, themes, and a variety of literary devices to communicate their identity.	The use of textual, graphical, audio, visual, and interactive digital media enhances the speaker’s message and engages the target audience.	
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Rhetorical techniques & strategies Active Listening Digital Stories Rhetorical techniques & strategies Narrative techniques		<b>1. Speech Analysis</b> a. Analyze argument b. Analyze author’s purpose <b>2. Commencement Speech</b> a. Reflection b. Presentation	
<b>Learning Targets</b>	<input type="checkbox"/> I can define textual evidence (“word for word” support). <input type="checkbox"/> I can define inference and explain how a reader uses textual evidence to reach a logical conclusion(“Based on what I’ve read, it’s most likely true that…”). <input type="checkbox"/> I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. <input type="checkbox"/> I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. <input type="checkbox"/> I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). <input type="checkbox"/> I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society. <input type="checkbox"/> I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). <input type="checkbox"/> I can identify alternate or opposing claims that counter my argument.			

	<input type="checkbox"/> I can organize claims, counterclaims, reasons, and evidence into a logical sequence. <input type="checkbox"/> I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. <input type="checkbox"/> I can present my argument in a formal style and objective tone. <input type="checkbox"/> I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. <input type="checkbox"/> I can provide a concluding statement/section that supports my argument. <input type="checkbox"/> I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. <input type="checkbox"/> I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. <input type="checkbox"/> I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. <input type="checkbox"/> I can define point of view as how the speaker feels about the situation/topic being presented. <input type="checkbox"/> I can determine a speaker's point of view (What do I know about the speaker's opinions, values, and/or beliefs?) and explain his/her reasoning. <input type="checkbox"/> I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective). <input type="checkbox"/> I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. <input type="checkbox"/> I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker. <input type="checkbox"/> I can present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. <input type="checkbox"/> I can present my information in a sequence that allows the listener to follow my line of reasoning. <input type="checkbox"/> I can address alternative or opposing perspectives in my presentation. <input type="checkbox"/> I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks. <input type="checkbox"/> I can identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest. <input type="checkbox"/> I can integrate appropriate digital media in a strategic manner to improve my presentation.	
<b>Vocabulary Suggestions</b>	<b>Tier 2</b>	<b>Tier 3</b>
	Engage Context Discuss Enhance Manipulate Execute Writing Process Audience	Tone Thesis Critical lens Message Feedback Diverse purposes Academic Criticism Imagery Subtext Visual Angles Rhetorical effects Theory Sender Receiver
<b>Recommended Text</b>	Ted Talks Commencement Speeches Last Lecture Research	