

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN375
English Lab 11R**

Adopted 06/19/2018

Updated 1/22/19

Course Description

Foundation classes are offered to students who have not completely mastered the minimum standards necessary for passing the PARCC or for the college prep Language Arts class. The course purports to teach a mastery of these standards. Ranging from the knowledge to the ability to write complete sentences in an expository paragraph, to using multiple texts to successfully construct an essay, the standards cover much territory. Students enrolled in the class will be taking the course in addition to the English class and the course will be broken into two semesters. Semester 1 will focus primarily on foundational reading comprehension and writing skills based on the PARCC and Semester 2 will be a reinforcement of those skills through the reading of literature.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.11-12.1. RL.11-12.2. RL.11-12.4 RL.11-12.5. RL.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1	L.11-12.1 L.11-12.2 L.11-12.5 L.11-12.6
Unit 2	RL.11-12.1. RL.11-12.2. RL.11-12.3 RL.11-12.4	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5	SL.11-12.1	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5

	RL.11-12.5. RL.11-12.6 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.11-12.10	W.11-12.6 W.11-12.10		L.11-12.6
Unit 3	RL.11-12.1. RL.11-12.2. RL.11-12.4 RL.11-12.5. RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10	W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse

		<p>problem or issue.</p> <ul style="list-style-type: none"> ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>ethnic and organizational cultures.</p>
2	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
3	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

Pacing Guide

	Anticipated Length of Time (days)
--	--

Unit 1	30 days
Unit 2	30 days
Unit 3	30 days

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections		
Unit 1	Unit 2	Unit 3
various topics related to student interest and choice when choosing reading topics/models		

Unit 1: A Grammar Refresher and Basic Writing
<p>Unit Summary This unit introduces the core concepts of grammar and basic writing skills. Covered topics are narrator's point of view, unnecessary words, active and passive voice, and correct punctuation.</p>
<p>Essential Questions What are the necessary grammar skills to master? How can one use the devices of grammar and writing to enhance skills?</p>

How can one differentiate effective and ineffective writing?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.11-12.1.
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.11-12.2.
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. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5.
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).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as	RI.11-12.1

inferentially, including determining where the text leaves matters uncertain	
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
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.11-12.4
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	RI.11-12.5
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	RI.11-12.6
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10

Suggested Materials/Educational Resources

<http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/>
<https://www.quill.org/teachers/classrooms/dashboard>
<http://www.chompchomp.com/menu.htm>
<http://www.roadtogrammar.com/>

<https://parcc.pearson.com/practice-tests/english/>
<http://www.lumoslearning.com/llwp/resources/common-core-parcc-math-english-worksh eets.html>

WRITING	
Critical Knowledge and Skills	Standards

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
SOAPSTone template (modified) http://www.readwritethink.org/classroom-resources/student-interactives/ https://owl.english.purdue.edu/owl/ https://writingcenter.unc.edu/tips-and-tools/ https://www.educreations.com/	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	
http://www.sussex.ac.uk/skillshub/?id=367 http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6
Suggested Materials/Educational Resources	
The Grammar Teacher's Activity A Day. Textbook. Print. https://www.uen.org/lessonplan/view/28907 https://positivepsychologyprogram.com/communication-activities-adults-students/	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis	Parcc practice tests

Cornell notes Reader response Vocabulary/terms assessment Essay presentation Completion of activities		
District/School Texts		District/School Supplementary Materials
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm http://www.roadtogrammar.com/ https://parcc.pearson.com/practice-tests/english/ http://www.lumoslearning.com/llwp/resources/common-core-parcc-math-english-worksheets.html		http://www.sussex.ac.uk/skillshub/?id=367 http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html SOAPSTone template (modified) http://www.readwritethink.org/classroom-resources/student-interactives/ https://owl.english.purdue.edu/owl/ https://writingcenter.unc.edu/tips-and-tools/ https://www.educrations.com/
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
SOAPSTone analysis	Identifying core rhetorical elements of a text	citing appropriate textual evidence
Reader response narrative task	applying academic vocabulary to texts	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template

Unit 2: Reading Comprehension and Multiple Choice
Unit Summary: This unit will focus on the core elements of reading and understanding of what a text says and how it accomplishes sending its message. Student will learn

about the variety of multiple choice questions there are and how to go about answering them.

Essential Questions

What does it mean to comprehend a text?

What are the essential attributes to close reading written and visual texts?

How do you translate a close read into answering multiple choice questions?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.11-12.1.
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.11-12.2.
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).	RL.11-12.3
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. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin	RL.11-12.5.

<p>or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>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).</p>	<p>RL.11-12.6</p>
<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p>	<p>RI.11-12.1</p>
<p>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<p>RI.11-12.2</p>
<p>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.</p>	<p>RI.11-12.3</p>
<p>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).</p>	<p>RI.11-12.4</p>
<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear,</p>	<p>RI.11-12.5</p>

convincing, and engaging	
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	RI.11-12.6
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm http://www.roadtogrammar.com/ https://mrskahn.wikispaces.com/ELA+Test+Strategies https://www.scusd.edu/sites/main/files/file-attachments/appendix_b_-_item_types.pdf https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a	W.11-12.5

style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
https://www.ets.org/s/praxis/pdf/5038.pdf https://www.ets.org/s/praxis/pdf/5038.pdf https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm http://www.roadtogrammar.com/ https://mrskahn.wikispaces.com/ELA+Test+Strategies https://www.scusd.edu/sites/main/files/file-attachments/appendix_b_-_item_types.pdf	

LANGUAGE	
Critical Knowledge and Skills	Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6
Suggested Materials/Educational Resources	
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm http://www.roadtogrammar.com/ https://mrskahn.wikispaces.com/ELA+Test+Strategies https://www.scusd.edu/sites/main/files/file-attachments/appendix_b_-_item_types.pdf	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPStone analysis Cornell notes Reader response Thesis statement exercises Vocabulary/terms assessment graphic organizers	Chapter test Close Read Analysis Essay Multiple Choice practice: online and paper practice
District/School Texts	District/School

	Supplementary Materials
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm http://www.roadtogrammar.com/ https://mrskahn.wikispaces.com/ELA+Test+Strategies https://www.scusd.edu/sites/main/files/file-attachments/appendix_b_-_item_types.pdf	https://www.ets.org/s/praxis/pdf/5038.pdf https://www.ets.org/s/praxis/pdf/5038.pdf

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
SOAPSTone analysis	Identifying core rhetorical elements of a text	Citing appropriate textual evidence
narrative writing	Applying academic vocabulary to texts	Writing with varied and appropriate diction and syntax
expository writing	Citing appropriate textual evidence in open-ended responses.	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Research Guides 9-12 SOAPSTone template TEDtalk analysis template Cornell Notes template Annotation Guidelines Annotation Model Annotation Graphic Organizer Annotation rubric https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf

Unit 3: The Basics of Writing
<p>Unit Summary</p> <p>This unit focuses on the essential elements of different types of writing, in particular the literary analysis task. In addition, students will learn (or relearn) the writing elements for the following types of essays: narrative, expository, and synthesis (modified).</p>
<p>Essential Questions</p>

What makes a great story?
 How do effective writers hook and hold their readers?
 What makes a great book?
 Can fiction reveal truth? Should a story teach its reader something?
 How does a reader “read between the lines”?
 Why do we punctuate? What might happen if we didn’t have punctuation marks?
 Why write?
 What is a complete thought?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections 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.11-12.1.
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.11-12.2.
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. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5.

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
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.11-12.4
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	RI.11-12.5
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	RI.11-12.6
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
Suggested Materials/Educational Resources	
http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ https://www.quill.org/teachers/classrooms/dashboard http://www.chompchomp.com/menu.htm	

<http://www.roadtogrammar.com/>

<https://mrskahn.wikispaces.com/ELA+Test+Strategies>

https://www.scusd.edu/sites/main/files/file-attachments/appendix_b_-_item_types.pdf

https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf

WRITING

Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10

Suggested Materials/Educational Resources

<http://www.sussex.ac.uk/skillshub/?id=367>

<http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html>

[SOAPStone template](#) (modified)

<http://www.readwritethink.org/classroom-resources/student-interactives/>
<https://owl.english.purdue.edu/owl/>
<https://writingcenter.unc.edu/tips-and-tools/>
<https://www.educreations.com/>

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5
Suggested Materials/Educational Resources	
http://www.sussex.ac.uk/skillshub/?id=367 http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html SOAPSTone template (modified) http://www.readwritethink.org/classroom-resources/student-interactives/ https://owl.english.purdue.edu/owl/ https://writingcenter.unc.edu/tips-and-tools/ https://www.educreations.com/	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization,	L.11-12.2

punctuation, and spelling when writing.	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6

Suggested Materials/Educational Resources

<http://www.sussex.ac.uk/skillshub/?id=367>
<http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html>
 SOAPSTone template (modified)

<http://www.readwritethink.org/classroom-resources/student-interactives/>
<https://owl.english.purdue.edu/owl/>
<https://writingcenter.unc.edu/tips-and-tools/>
<https://www.educrations.com/>

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
essay writing: narrative, expository, and synthesis (modified)	Chapter test Small group presentation Argument essay Synthesis essay
District/School Texts	District/School Supplementary Materials
https://www.ets.org/s/praxis/pdf/5038.pdf https://www.ets.org/s/praxis/pdf/5038.pdf https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf	https://www.ets.org/s/praxis/pdf/5038.pdf https://www.ets.org/s/praxis/pdf/5038.pdf https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Argument Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Synthesis Essay	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Research Guides 9-12](#)
[SOAPStone template](#)
[TEDtalk analysis template](#)
<https://www.ets.org/s/praxis/pdf/5038.pdf>
<https://www.ets.org/s/praxis/pdf/5038.pdf>
https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf