

# DRAFT

<b>Grades: 9-12</b>	<b>ESL Units of Study Semester 1 English Language Arts</b>	<b>Unit 2</b>
<b>Main Idea in Non-Fiction Number Of Instructional Days: 4 Weeks (1 Week=230 Minutes)</b>		

## Overview

Students will read a complex set of literary non-fiction works, analyzing how a sequence of events develops a main idea. Students will write an expository paper that describes how the author develops main idea. Students will utilize appropriate stylistic choices in writing. Students will initiate and participate in collaborative discussions establishing ground rules to clarify, verify, and challenge varying ideas.

To support students' analysis of main idea, reading literary non-fiction and participating in small group tasks are recommended. Writing workshops, focusing on claim(s), textual support and concluding statements, while monitoring effective use of syntax is suggested in preparation for a final product.

This unit is taught at this time of the school year to establish the expectations of argumentative writing and facilitate the continual development of this skill throughout successive units. This unit will also allow students to establish ground rules for collaborative discussions that will be incorporated in units throughout the year. Students will practice skills taught in the first unit (spelling, conclusion, identify theme) in a deeper, more complex product in this unit.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should read texts within the appropriate range of complexity. Students should have the opportunity to read challenging texts with instructor support, as well as texts they can read fluently. Additionally, students should focus on close reading and supporting their analyses with evidence from the text.

## Reading Anchor Standard

[CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)

[CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.](#)

[CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.](#)

[CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.](#)

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## Writing Anchor Standard

[CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](#)

## Speaking and Listening Anchor Standard

No Speaking and Listening anchor standard identified in this unit.

## Language Anchor Standard

No Language anchor standard identified in this unit.

## Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence**.
  - SUPPORT analysis of what the text says explicitly as well as **inferences** drawn from the text.
- DETERMINE where the **text leaves matters uncertain**.
- DETERMINE two or more **central ideas** of a text.
  - 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.
- ANALYZE and EXPLAIN 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.
- ANALYZE seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of **historical and literary significance** for their **themes, purposes, and rhetorical features**.
- WRITE **informative/explanatory** texts.
  - EXAMINE and CONVEY complex ideas, concepts, and information clearly and accurately through the **effective selection**, organization, and analysis of content.
  - INTRODUCE a **topic**.
  - ORGANIZE complex ideas, concepts, and information so that each new element builds on that which precedes it to create **a unified whole**.
  - INCLUDE **formatting** (e.g., headings), **graphics** (e.g., figures, tables), and **multimedia** when useful to aiding comprehension.
  - DEVELOP the topic thoroughly by selecting the most significant and relevant facts, **extended definitions**, **concrete details**, **quotations**, or other information and examples appropriate to the audience's knowledge of the topic.
  - ESTABLISH and MAINTAIN a **formal style** and **objective tone** while attending to the norms and conventions of the discipline in which they are writing.

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- PROVIDE a **concluding statement** or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- INITIATE and PARTICIPIATE effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
  - WORK **with peers** to promote **civil, democratic discussions and decision-making**.
  - SET clear **goals and deadlines**.
  - ESTABLISH **individual roles** as needed. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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**.
  - PROMOTE **divergent and creative perspectives**.

## Essential Questions

- *How do authors establish and maintain central ideas in a non-fiction/expository text?*
- *How does the author’s stylistic choices contribute to the unified whole of a text?*
- *What are effective strategies for initiating and participating in collaborative decisions?*

## Assessment

**Task Name:** [Analyze Articulation of Central Ideas](#)

## Written Curriculum

Standards that are the **FOCUS** in the Unit of Study:

### Reading Standards for Informational Text

#### Key Ideas and Details

[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.](#)

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## Integration of Knowledge and Ideas

[RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance \(including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address\) for their themes, purposes, and rhetorical features.](#)

## Writing Standards

### Text Types and Purposes

[W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.](#)

- [a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting \(e.g., headings\), graphics \(e.g., figures, tables\), and multimedia when useful to aiding comprehension.](#)
- [b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.](#)
- [e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.](#)
- [f. Provide a concluding statement or section that follows from and supports the information or explanation presented \(e.g., articulating implications or the significance of the topic\).](#)

## Speaking and Listening Standards

### Comprehension and Collaboration

[SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions \(one-on-one, in groups, and teacher-led\) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.](#)

- [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.](#)
- [b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.](#)
- [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.](#)
- [d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve](#)

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contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standards that **Reinforce/Support** in the Unit of Study:

## Writing Standards

### Text Types and Purposes

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
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.  
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.  
e. Provide a concluding statement or section that follows from and supports the argument presented.

## Writing Standards

### Production and Distribution of Writing

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.)

## Language Standards

### Vocabulary Acquisition and Use

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  
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.

Standards that **Recur** in the Unit of Study:

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## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

[RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Writing Standards

### Range of Writing

[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 and Listening Standards

### Presentation of Knowledge and Ideas

[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 on page 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

[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.

## Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

**RL** No standards for this unit.

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**RI 11-12.1** In grade 10, students are expected to cite strong evidence when analyzing a text to support explicit and implicit meaning. **In grade 11, this analysis skill will be further developed to identify areas in the text where the author leaves the meaning ambiguous.** This skill will be addressed in further depth in grade 12.

**RI 11-12.2** In grade 10, students are expected to identify one central idea and analyze how details contribute to its development throughout the text; in addition, students will provide an objective summary. **In grade 11, this skill will be further developed to recognize a more complex account of the text by identifying two or more central ideas, analyzing how these multiple central ideas build on one another.** This skill will be addressed in further depth in grade 12.

**RI.11-12.3** In grade 10, students are expected to analyze how the author unfolds, structures, and connects ideas, analysis, and/or events in a text. **In grade 11, this skill will be further developed by introducing text that contains a more complex interaction and development of ideas, analysis, and/or events.** This skill will be addressed in further depth in grade 12.

**RI.11-12.9** In grade 10, students are expected to analyze significant historical and literary U.S. documents for themes and concepts. **In grade 11, this skill will be further developed to include analysis of significant historical and literary U.S. documents from 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century to address themes, purpose, and rhetoric.** This skill will be addressed in further depth in grade 12.

**RF** N/A

**W 11-12.2** Students at all secondary levels are expected to write informative / explanatory texts that clearly and accurately explore complex ideas, concepts, and information through the effective selection, organization, and analysis of content.

**a.** In grade 10, students are expected to introduce a topic and organize information, concepts, and complex ideas to make important connections and distinctions. When useful to comprehension, include formatting, graphics, and multi-media. **In grade 11, this skill will be further developed to organize ideas, concepts, and information so that each element builds on the preceding elements to create a unified whole.** When useful to comprehension, include formatting, graphics, and multi-media. This skill will be addressed in further depth in grade 12.

**b.** In grade 10, students are expected to develop the topic with enough relevant concrete details (e.g. facts, extended definitions, quotations, etc.) that are appropriate to the audience's knowledge of subject matter. **In grade 11, this skill will be further developed by choosing the most significant relevant concrete details to support their writing.** This skill will be addressed in further depth in grade 12.

**e.** In grade 10, students are expected to create and maintain a formal writing style and objective tone while adhering to appropriate norms and conventions of the writing's genre. **In grade 11-12, this skill will be further developed through more practice.**

**f.** In grade 10, students are expected to develop a concluding sentence or paragraph that connects to and supports the information or explanation presented (e.g. explaining importance or implications of topic). **In grade 11-12, this skill will be further developed through more practice.**

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**SL 11-12.1** Students at all secondary levels are expected to effectively initiate and participate in a variety of collaborative discussions (e.g. small and large groups, teacher-led) with diverse partners that build on others' ideas while also clearly and persuasively explaining their own ideas. **In grade 11-12, this skill will be further developed through more practice at the appropriate grade-level topics, texts, and issues.**

b. In grade 10, students will be expected to work with peers to establish group rules for discussion decision-making (e.g. informal consensus, voting, presenting alternative perspectives, etc.), goal-setting, and determining group roles. **In grade 11, this skill will be further developed by working with peers to encourage civil, democratic discussion and decision-making guidelines.** This skill will be addressed in further depth in grade 12.

c. In grade 10, students will be expected to develop discussions by posing questions that expand the topic to broader themes or ideas, as well as clarify, verify, or challenge ideas and conclusions. Also, students will actively engage others in conversation. **In grade 11, this skill will be further developed by posing questions that explore reasoning and evidence and encourage multiple and divergent perspectives.** This skill will be addressed in further depth in grade 12.

**L** No standards in this unit.

## Resources: References to Appendices A, B, and C and Other Resources

### Edge C

*My Left Foot*, Autobiography pg. 158.

*The Freedom Writer's Diary*, Diary, pg. 184

*Strength, Courage and Wisdom*, Song Lyrics, Pg. 204

### Literature and Thought Series Unit 1 Resources

#### We the People

*Constitution and Bill of Rights*, Historical Document , pg. 2

*Declaration of Independence*, Historical Document , pg. 62

*The 4<sup>th</sup> of July and Slavery*, Poem, pg. 68

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)



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## **Informational/Explanatory Writing**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

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## *Making Appropriate Grammar and Usage Choices in Writing and Speaking*

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet

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there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the *purposes* for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing “interesting,” they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

## [Appendix B: Text Exemplars and Sample Performance Task](#)

Informational texts: English Language arts, p.164

Paine, Thomas. *Common Sense*. p.164

Jefferson, Thomas. *The Declaration of Independence*. p.164

United States. The Bill of Rights (Amendments One through Ten of the United States Constitution), p. 166

Thoreau, Henry David. *Walden*, p. 167

Emerson, Ralph Waldo. “Society and Solitude.”, p. 167

Porter, Horace. “Lee Surrenders to Grant, April 9th, 1865.”, p. 168

Mencken, H. L. *The American Language, 4th Edition*, p. 169

Wright, Richard. *Black Boy*, p. 170

Hofstadter, Richard. “Abraham Lincoln and the Self-Made Myth.”, p. 170

Tan, Amy. “Mother Tongue.”, p. 170

Anaya, Rudolfo. “Take the Tortillas Out of Your Poetry.”, p. 171

Sample Performance tasks for Informational texts:

English Language Arts, p. 171

Informational texts: History/social studies, p. 172

Tocqueville, Alexis de. *Democracy in America*, p. 172

*Declaration of Sentiments* by the Seneca Falls Conference, p.172

*An American Primer*. Edited by Daniel J. Boorstin, p. 175

Lagemann, Ellen Condliffe. “Education.”, p.175

McPherson, James M. *What They Fought For 1861–1865*, p. 175

*The American Reader: Words that Moved a Nation, 2nd Edition*, p. 175

Amar, Akhil Reed. *America’s Constitution: A Biography*, p.176

McCullough, David. *1776*, p.176

Bell, Julian. *Mirror of the World: A New History of Art*, p. 176

*FedViews* by the Federal Reserve Bank of San Francisco, p. 177

Capote, Truman. *In Cold Blood*

Emerson, R. W. “Self-Reliance”

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Thoreau, H. D. *Civil Disobedience*

## Appendix C: Samples of Student Writing

student sample: Grade 11, Informative/explanatory

The essay that follows was written in response to this assignment: "Reflection Topic #3: Pride and Acceptance. Wright struggles to find his 'place' in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright's pride. Find examples in the text that demonstrate the influence pride has on Wright's actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright's life? How does Wright's pride affect how his family members treat him?" Students had one week to complete this assignment. The maximum length allowed was three pages.

### **Marching to His Own Beat**

Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris. In Richard Wright's struggle to find his "place" in society in Black Boy, pride has both negative and positive connotations. Despite the negative consequences, pride allows Wright to maintain his moral compass, oppose conformity, and pursue his passion of writing, thus demonstrating pride's positive influence on Wright's life.

Wright's pride prompts him to make principled decisions and carry out actions that illustrate his morality and inherent beliefs. Wright refuses to neglect his values and chooses right over wrong even when he recognizes that failure to adhere to what is expected of him will ultimately result in negative and often violent consequences. When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright's pride is demonstrated. Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: "I know that I'm not educated, professor . . . But the people are coming to hear the students, and I won't make a speech that you've written" (174). Though urged by his family members and his classmates to avoid conflict and to comply with the principal's demand, Wright refuses because he does not believe it is the morally correct thing to do. Even though his pride is negatively perceived by his peers and relatives as the source of defiance, they fail to realize that his pride is a positive factor that gives him the self-confidence to believe in himself and his decisions. Wright's refusal to acquiesce to his family's ardent religious values is another illustration of his pride. Wright is urged by his family and friends to believe in God and partake in their daily religious routines; however, he is undecided about his belief in God and refuses to participate

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in practicing his family's religion because "[His] faith, such as it was, was welded to the common realities of life, anchored in the sensations of [his] body and what [his] mind could grasp, and nothing could ever shake this faith, and surely not [his] fear of an invisible power" (115). He cannot put his confidence into something unseen and remains unwavering in his belief. Pride allows Wright to flee from the oppressive boundaries of expectations and to escape to the literary world.

Wright's thirst and desire to learn is prompted by his pride and allows him to excel in school and pursue his dreams of becoming a writer. The reader observes Wright's pride in his writing when he wrote his first story. Pleased with his work, he "decided to read it to a young woman who lived next door . . . [He] looked at her in a cocky manner that said: . . . I write stuff like this all the time. It's easy" (120-121). This attitude of satisfaction permits Wright to continue to push himself to improve and pursue his craft. Pride eventually leads Wright to submit his work to the local newspaper; his obvious pride in his work is clearly portrayed when he impatiently tells the newspaper editor, "But I want you to read it *now*" (165) and asks for his composition book back when he does not immediately show interest in his story. Pride in his academic achievements motivates him to excel in his studies; after Wright advanced to sixth grade in two weeks, he was elated and thrilled at his astonishing accomplishment: "Overjoyed, I ran home and babbled the news . . . I had leaped a grade in two weeks, anything seemed possible, simple, easy" (125). Wright's pride in his intelligence and studies allows him to breeze through school: "I burned at my studies . . . I read my civics and English and geography volumes through and only referred to them in class. I solved all my mathematical problems far in advance" (133). Pride provides him with the self-confidence and contentment that his family and society fail to give him. It removes Wright from both the black culture and the white culture and moves him rather to the "art culture", in which Wright can achieve higher than what is anticipated of him.

Wright's ability to oppose conformity and forego the status quo also stems from his pride. Pride propels him to assert himself even if it defies what is expected of him as a black individual. Upon telling one of his old employers, a white woman, that he wants to be a writer, she indecorously scoffs at him and makes an impudent remark "You'll never be a writer . . . Who on earth put such ideas into your head?" (147). This remark causes him to almost immediately quit his job; Wright remarks, "The woman had assaulted my ego; she had assumed that she knew my place in life . . . what I ought to be, and I resented it with all my heart" (147). Wright's refusal to simply go along with what is expected of him, thoroughly disappoints and aggravates his family and society, yet his pride has a

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positive influence on his life; pride allows Wright to not only remove himself from the boundaries of the black vs. white society and the insidious effect of racism but it also sets Wright free from the constraints of acceptance. Pride ultimately frees Wright to pursue his passion and identify himself not as a black or white person but rather as a “writer”.

In Wright’s struggle to overcome the overwhelming expectations he is faced with by society, pride puts him at odds with his family and society but ultimately serves as a positive influence, allowing him to withstand conformity and escape the status quo. This attitude allows Wright to maintain his moral compass, believe in his self-worth, and pursue his passion. Pride is more than pure arrogance and haughtiness. To Wright, pride is something far greater; pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.

annotation

The writer of this piece introduces a topic.

*Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris. In Richard Wright’s struggle to find his “place” in society in Black Boy, pride has both negative and positive connotations. Despite the negative consequences, pride allows Wright to maintain his moral compass, oppose conformity, and pursue his passion of writing, thus demonstrating pride’s positive influence on Wright’s life.*

- Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
- In separate paragraphs, the writer organizes the body of his text to provide examples of the ways in which Wright’s pride allows him *to maintain his moral compass, oppose conformity, and pursue his passion of writing.*
- Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Examples: *When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright’s pride is demonstrated.*
- Quotations: *Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: “I know that I’m not educated, professor . . . But the people are coming to hear the*

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*students, and I won't make a speech that you've written" (174).*

- Details: . . . *after Wright advanced to sixth grade in two weeks, he was elated and thrilled at his astonishing accomplishment . . . Upon telling one of his old employers, a white woman, that he wants to be a writer, she indecorously scoffs at him and makes an impudent remark . . .*

Integrates selected information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Using a standard format, the writer uses quotations selectively to illustrate examples of pride's positive influence on Wright's life: (e.g., *The reader observes Wright's pride in his writing when he wrote his first story. Pleased with his work, he "decided to read it to a young woman who lived next door . . . [He] looked at her in a cocky manner that said: . . . I write stuff like this all the time. It's easy" (120-121).*

Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

*. . . In Richard Wright's struggle . . . When he receives the title of valedictorian . . . Although . . . Though urged by his family members . . . Even though . . . however . . . The reader observes . . . This attitude of satisfaction . . . Upon telling one of his old employers . . . This remark causes him . . . In Wright's struggle to overcome the overwhelming expectations he is faced with by society . . .*

Uses precise language and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

*. . . moral compass . . . principled decisions . . . valedictorians . . . the consequences and gravity of his decision . . . obvious pride . . . excel in his studies . . . thoroughly disappoints and aggravates . . .*

*. . . march to his own beat; to the beat of the literary world.*

Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.

*Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris . . . To Wright, pride is something far greater: pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.*

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Provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

*In Wright's struggle to overcome the overwhelming expectations he is faced with by society, pride puts him at odds with his family and society but ultimately serves as a positive influence, allowing him to withstand conformity and escape the status quo. This attitude allows Wright to maintain his moral compass, believe in his self worth, and pursue his passion. Pride is more than pure arrogance and haughtiness. To Wright, pride is something far greater: pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.*

Demonstrates exemplary command of the conventions of standard written English.

## **Terminology:**

### **Key Terms**

Claim  
Counterclaim  
Explanatory  
Expository

## **Challenging Concepts**

Students often struggle to find the most relevant and concrete details as evidence. Consider modeling various uses of evidence and have students choose the best evidence to support a claim. Also consider having students participate in classroom debates or create a mock legal argument.

## **Online Resources:**

[www.collegeboard.com/apcentral](http://www.collegeboard.com/apcentral)

Multicultural Resources

<http://www.edchange.org/multicultural><http://medialiteracyproject.org/>

Dual Language: <http://www.dlenm.org/>

<http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

## **Additional Resources**

Little, Brown. *Reader*

# DRAFT

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.

DRAFT