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Grade: 9-12	ESL Units of Study Semester 2 English Language Arts	Unit 7
Evaluating Trends in American Literature: Where We've Been		
Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

For this unit nearing the end of the school year, students will review and evaluate the foundational American works of historical and literary significance read throughout the year. Students will use technology to produce, publish and update a digital portfolio that presents their analysis of the themes, purposes, and rhetorical features in these texts. Finally in their portfolio, students will draw evidence from these texts to support their own reflection on the importance and effects of these works.

After sorting through a culmination of American Literature and informational text, students should be guided in retrieving important details to produce their own writing products. Through peer editing activities, students will have the opportunity to draft, revise, and present their materials to their peers for a better understanding of their rationale and comprehension of various texts.

This unit is taught at this time of the year to strengthen students' implementation of evidence to support a claim. Building upon the previous unit of gathering research, this unit focuses on how effective research contributes the evidence necessary to strengthen a student's work. All of which is displayed through a digital portfolio.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.](#)

[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.](#)

Writing Anchor Standard

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[CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.](#)

[CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.](#)

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

- DEMONSTRATE knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including **how two or more texts from the same period treat similar themes or topics.**
- DELINEATE and EVALUATE the **reasoning** in seminal U.S. texts, including the application of constitutional principles and use of **legal reasoning** (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- 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.**
- USE **technology**, including the Internet.
 - PRODUCE, PUBLISH, and UPDATE individual or shared **writing products** in response to ongoing feedback, including new arguments or information.
- DRAW evidence from literary or informational texts to **support analysis, reflection, and research.**
APPLY *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- DRAW **evidence** from literary or informational texts.
 - SUPPORT **analysis, reflection, and research.**
 - APPLY *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Essential Questions

- *How are American myths created, challenged, and re-imagined through this literature?*
- *How has race, class and gender influenced our view of American identity in literary work?*

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- *How is appropriate evidence selected and integrated effectively into an argument?*
- *Why is it important for people and cultures to construct narratives about their experience?*
- *What is the relevance of studying multicultural texts in American Literature?*

Assessment

Task Name: [Compare/Contrast How Multiple Texts from Same Period Treat Similar Themes](#)

Written Curriculum

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

Reading Standards for Literature

Integration of Knowledge and Ideas

[RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.](#)

- RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text

Integration of Knowledge and Ideas

[RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning \(e.g., in U.S. Supreme Court majority opinions and dissents\) and the premises, purposes, and arguments in works of public advocacy \(e.g., The Federalist, presidential addresses\).](#)

- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[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.](#)

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purposes, and rhetorical features.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Production and Distribution of Writing

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9 Standard is identical to grades 11-12
 - a. Apply grades (9-10) 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
 - W.9-10.9a. Standard is identical to grades 11-12
 - b. Apply grades (9-10) 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
 - W.9-10.9 Standard is identical to grades 11-12

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

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Reading Standards for Literature

Key Ideas and Details

[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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.)

- W.9-10.4. standard is identical to 11-12

Speaking and Listening Standards

Comprehension and Collaboration

[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.9-10.2. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

[SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio,

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[visual, and interactive elements\) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.](#)

- SL.9-10.5. standard is identical to grades 11-12

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

Reading Standards for Literature

Range of Reading and Level of Text Complexity

[RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, 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 literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- RI.9-10.10 standard is identical to grades 11-12

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.

RI.9-10.10 standard is identical to grades 11-12

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.

- W.9-10.10 standard is identical to grades 11-12

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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.)

- SL.9-10.6 standard is identical to grades 11-12 (See grades 9–10 Language standards 1 and 3 on pages 54 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.](#)

- L.9-10.6 standard is identical to grades 11-12

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 11-12.9 In grades 9-10, students are expected to analyze to analyze how an author adapts an original source to a unique text. **In grade 11, this skill will be further developed to compare how two or more texts from the same period (choose from 18th, 19th, or 20th century texts) deal with the same themes and/or topics.**

RI 11-12.8 In grades 9-10, students are expected to breakdown and evaluate the argument in a text, determining whether the author's rationale and evidence are valid, relevant, or sufficient; recognize fallacious reasoning. **In grade 11, this skill will be further developed by applying it to significant U.S. texts, especially connecting these arguments to legal and Constitutional principles and public advocacy.** This skill will be addressed in further depth in grade 12.

RI 11-12.9 In grades 9-10, students are expected to analyze significant historical and literary U.S. documents for themes and concepts. **In grade 11, this skill with**

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be further developed to include analysis of significant historical and literary U.S. documents from 17th, 18th, and 19th century to address themes, purpose, and rhetoric. This skill will be addressed in further depth in grade 12.

RF N/A

W 11-12.6 In grades 9-10, students are expected to use technology to produce, publish, and share individual/shared writing products, making use of technology's ability to connect to other information and display information in a dynamic form. **In grade 11, this skill will be further developed by using technology to produce, publish, and update individual / shared writing products to respond to feedback and include new arguments or ideas.** This skill will be addressed in further depth in grade 12.

W 9 Students at all secondary levels are expected to support analysis, reflection, and research by pulling evidence from both literary and informational texts. **In grade 11-12, this skill will be further developed through more practice at the appropriate grade-level band.**

a. (Apply grade-specific expectations for Reading Literature in order to make effective choices in textual evidence.)

b. (Apply grade-specific expectations for Reading Informational Texts in order to make effective choices in textual evidence.)

SL No standards in this unit.

L No standards in this unit.

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

EDGE Level C

Fiction:

Two Kinds – Amy Tan pg. 38

Amigo Brothers – Piri Thomas pg. 236

Skins – Joseph Bruchac pg. 70

Say it With Flowers - Toshio Mori pg. 444

The Moustache –Robert Cormier pg. 8

Poetry:

Touching The Earth – bell hooks pg. 719

Fire and Ice – Robert Frost pg. 714

Mi Madre – Pat Mora pg. 708

I Am Offering this Poem pg. 696

Little Sister – Nikki Grimes pg. 284

How I learned English – pg. 12

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Literature and Thought Series Unit 7 Resources

Individual Rights:

Thoughts that We Hate, (book excerpt) pg. 128

Jefferson and the Wall of Separation Plains (Letter) pg. 20

Miranda For Juveniles (Supreme Court Decision) pg. 100

We the People:

Religious Tolerance in America (essay) pg. 52

The Pilgrims Had it Good (article) pg. 44

The Great Compromise (book excerpt) pg. 102

The Three Branches of Government:

The Courage to Compromise (book excerpt) pg. 20

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

See page 23

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

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

Teachers use their own discretion to incorporate new texts as students review the works covered earlier in the year.

[Appendix C: Samples of Student Writing](#)

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Appendix C does not include 11th grade samples of digital portfolios.

Terminology:

Key Terms

Digital portfolio
Foundational
Revise

Challenging Concepts

Students may find it difficult to independently evaluate logic and reasoning in arguments. Students should review their previous analysis of literary works to assist in understanding the process of synthesis. Through this process students should identify lapses in their own logic and reasoning and determine a pattern in these lapses.

Online Resources:

- 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>

<http://www.ctreg14.org/page.cfm?p=4109>

www.eduscapes.com

<http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/PrimarySecondary/Initiatives/ITAdminSystems/DigitalPortfoliosGuidelinesforbeginners.pdf>

www.marynabadenhorst.global2.vic.edu.au/

Additional Resources

None

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.