

English 11

Course Number:	0120 – Academic English 11 0100 – Honors English 11
Course Level:	Academic 11 Honors 11
Grade:	11
Time/Credit:	18 weeks, 1 credit
Development Date:	Summer – Fall 2026
School Board Approval:	Nov 2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview – English 11

Desired Results

Course Description:

The English 11 course is designed to equip students with the knowledge and skills to listen carefully, to evaluate arguments, to discern tone, and to analyze and implement rhetorical strategies in writing. Students will study the rhetoric of essays, speeches, and literature. They will read text that is selected to showcase the techniques that lead to an author's overall purpose. Students will understand that authors make stylistic choices and employ rhetorical and literary techniques based on their intentions, their subject, and their audience. Students will also craft their own writing to analyze rhetoric and to synthesize information into a cogent argument. Students will develop a unique writing voice, create sound and logical arguments, and be able to justify their stylistic and rhetorical choices.

The Honors English 11 course integrates the above topics and skills at an accelerated pace. Students are expected to be avid readers and sophisticated writers; they will encounter challenging texts, discussions, and writing.

Prerequisite: Academic English 10 or Honors English 10

Committee Members**:** Jared Gorlick, Nathan Harris, Jason Helpler, Megan McPhillips, Colleen Rosini*, Alysa Teske*

*lead teachers

Course Grading:

Marking Period 1	45%
Marking Period 2	45%
Final Exam	10%

English 11 – Pacing Guide

Content	90 Days
Unit 1 - Introduction to Rhetoric	18 days
Review/introduce Unit 1 terminology	3 days
Read and analyze at least 3 speeches/essays	5 days
Draft at least 2 analytical paragraphs (one must be the Beginning of the Year writing sample)	4 days
Take at least one practice terminology test (appeals)	1 day
Complete the Unit 1 Rhetorical Elements Summative Quiz	1 day
Grammar concepts (20 minutes/3 times per week): subject-verb agreement; pronoun-antecedent agreement	4 days
Unit 2 – Developing Rhetorical Analysis	20 days
Review and practice with thesis/topic sentences as well as the analytical paragraph structure (includes a review of embedding and citing evidence, as well as reviewing writing in third-person present tense)	4 days
Read and analyze at least 3 additional speeches/essays	5 days
Take at least one practice terminology test (devices)	1 day
Complete the Summative Rhetorical Analysis	6 days
Grammar Concepts (20 minutes/3 times per week)**:** semicolons; parallel structure	4 days
Unit 3 – Synthesis of Literary and Rhetorical Analysis	52 days
Review literary terms	1 day
Read and analyze at least 3 short stories	6 days
Take at least one practice test (literary terms)	1 day
Read and analyze at least 4 poems (*Honors)	4 days
Read and analyze selected novel	13 days
Complete the Persuasive Product Summative Assessment	7 days
Read and analyze selected play	13 days
Grammar Concepts (20 minutes/3 times per week)**:** homophones; misplaced modifiers; commas	7 days

***Common summative assessments can be administered at individual teacher's discretion within five days either direction of the prescribed date in the chart above.**

Required Texts

All Honors English 11 students will study "Letter from Birmingham Jail" by Dr. Martin Luther King as the core text.
All Academic English 11 students will study "*Challenger* Address Speech" by former President Reagan as the core text.

Title	Author
Animal Farm	George Orwell
*1984**	George Orwell
Brave New World	Aldous Huxley
All Quiet on the Western Front	Erich Remarque
Gulliver's Travels Excerpts	Jonathan Swift
*One Flew Over the Cuckoo's Nest**	Ken Kesey
Macbeth	Shakespeare
Frankenstein	Mary Shelley

Titles marked with an asterisk (*) are options only for Honors.

Academic English 11: Students will read a minimum of 1 other title from the list above.
Honors English 11: Students will read a minimum of 2 other titles from the list above.

Independent Reading Requirements:
Academic English 11: Students will read a minimum of 1 independently chosen title.
Honors English 11: Students will read a minimum of 2 independently chosen titles.

Additional Suggested Resources:

Speeches/Essays

Title	Author
"Farewell Speech"	Lou Gehrig
"Prison Studies"	Malcolm X
"President Obama's National Address to School Children"	President Barack Obama
"September 11 Address to the Nation"	George W. Bush
"I Have a Dream"	Dr. Martin Luther King
"Crispin's Day Speech"	Shakespeare
"Shooting an Elephant"	George Orwell
"Remembering My Childhood on the Continent of Africa"	Sedaris
"A Modest Proposal"	Swift
Malala's Nobel Peace Prize Speech	Malala Yousafzai
40 Model Essays	compilation

Visual Literacy Resources

Title
Videos of Speeches
Printed Advertisements

Commercial Clips
Movie Speeches

Short Stories

Title	**Author**
“Ruthless”	William DeMille
“The Interlopers”	HH Munro
“The Flowers”	Alice Walker
“The Open Window”	HH Munro
“The Doll’s House”	Katherine Mansfield
“The Locket”	Kate Chopin
“The Necklace”	Guy de Maupassant
“The Silk Stockings”	Kate Chopin
“The Story of an Hour”	Kate Chopin
“A Cup of Tea”	Katherine Mansfield
“The Bet”	Anton Chekhov

Poetry

Title	**Poet**
“The World Is Too Much With Us”	William Wordsworth
“Primavera”	Robin Robertson
“Dover Beach”	Matthew Arnold
“Ulysses”	Tennyson
“My Last Duchess”	Robert Browning
Sonnet 18 and other selections	Shakespeare
“On the Pulse of Morning”	Maya Angelou
“The Hill We Climb”	Amanda Gorman

Videos/Films/Resources

Title	
Animal Farm, dir. John Halas and Joy Batchelor	1954 film
Animal Farm, dir. John Stephenson	1999 film
Macbeth, dir. Rupert Goold	2010 film
Macbeth, dir. Joel Coen	2021 film
Membean	Online computer software- vocabulary

Unit 1 – Introduction to Rhetoric

Desired Results

Essential Question:

- How do writers construct persuasive texts?

Enduring Understandings:
Students will understand that…

- effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- effective readers identify SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) in a variety of texts.
- effective readers will identify all three appeals (ethos, pathos, and logos).
- effective writers craft thorough introductions using a variety of methods.
- effective writers use a variety of strategies/techniques to convey a purpose.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question)

Skills:
Students will be able to…

- Reading Skills:
    - How to identify above rhetorical terminology in speeches, essays and visual literacy texts
    - Discuss effects/purposes of these rhetorical elements
- Writing Skills:
    - begin exploring model rhetorical analysis paragraphs and techniques
    - practice with embedding and citing quotations

Standards:

Priority:

CC.1.2.11–12.A – Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
C.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.F – Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different mediums (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.
CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC1.4.11–12.K – Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC1.4.11–12.S – Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and literary non-fiction.

Supporting:
CC.1.2.11–12.E – 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.
CC.1.2.11–12.J – 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.
CC.1.4.11–12.C – Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

Acceptable Evidence

Formative Assessment

- Beginning of Course Writing Sample:
    - Academic: Gehrig's Farewell Speech
    - Honors: Malcolm X's Prison Studies

Summative Assessment

- Unit 1 Rhetorical Elements Quiz

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading
- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities

- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 2 – Developing Rhetorical Analysis

Desired Results

Essential Question:

- How do writers match structure with purpose and effect?

Enduring Understandings:
Students will understand that…

- Effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Effective readers identify and evaluate SOAPSTone and ethos, logos, and pathos in a variety of texts
- Effective readers identify and evaluate rhetorical devices in a variety of texts.
- Effective readers determine the author's techniques that lead to his/her overall purpose.
- Effective readers evaluate how stylistic choices meet an author's intent.
- Effective writers evaluate the connections among rhetorical elements to support purpose.
- Effective writers cite strong and thorough textual evidence to support analysis.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question)

Skills:
Students will be able to…

- Reading Skills:
    - How to identify above rhetorical terminology in speeches, essays and visual literacy texts
    - Discuss effects/purposes of these rhetorical elements
    - Evaluation of how rhetorical elements contribute to speaker's purpose
- Writing Skills:
    - Demonstrate understanding and mastery of rhetorical elements (device, purpose, appeal/tone)
    - Support the thesis with well-developed critique of the chosen element(s)
    - Write thesis/topic sentences that clearly state the device, purpose, appeal/tone
    - Embed at least two quotations per paragraph with highly appropriate selections
    - Evaluate quotations and details that center upon the topic, with no distracting commentary
    - Transition effectively to aid in progression of ideas, both between and within paragraphs

Standards:
Priority:
CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC 1.2.11–12.C – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
C.1.2.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
C.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
C.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C – Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11–12.D – Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.G – Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
CC.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
C.1.2.11–12.E – 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.
CC.1.2.11–12.J – 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.
CC.1.3.11-12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.4.11–12.I – Distinguish the claim(s) from alternate or opposing claims; 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.
CC.1.4.11–12.J – Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and

between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11–12.D – Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Acceptable Evidence

Formative Assessment

- Unit 2 - Practice Rhetorical Analysis Paragraph Writing

Summative Assessment

- Rhetorical Analysis Essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading
- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities
- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work

- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 3 – Synthesis of Literary and Rhetorical Analysis

Desired Results:

Essential Questions:

- How do writers match structure with purpose and effect?

Enduring Understandings:
Students will understand that…

- effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- effective readers identify and evaluate SOAPSTone, rhetorical appeals, and rhetorical devices in a variety of texts
- effective readers determine the author's techniques that lead to his/her overall purpose.
- effective readers evaluate how stylistic choices meet an author's intent.
- effective writers evaluate the connections among rhetorical elements to support purpose.
- effective writers cite strong and thorough textual evidence to support analysis.
- effective readers critically read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and application of literary elements.
- effective readers refine rhetorical analysis skills by evaluating the complexity in the readings through reflections of synthesized literary and rhetorical elements in relation to purpose and theme.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question); literary elements and devices (setting, theme, plot, character/characterization/character foil, conflict, irony, foreshadowing, point of view, flashback, symbol, motif, mood, tone); satire

Skills:
Students will be able to…

- Reading Skills:
  - How to identify the above rhetorical and literary terminology in speeches, essays and visual literacy texts, novels and plays
  - Discuss effects/purposes of these rhetorical/literary elements
  - Evaluation of how rhetorical/literary elements contribute to speaker's purpose/theme
- Writing Skills:
  - Demonstrate understanding and mastery of rhetorical/literary elements (device, purpose, appeal/tone)
  - Write a narrative to extend experiences/events from a text
  - Support the thesis with well-developed critique of the chosen element(s)
  - Write thesis/topic sentences that clearly state the device, purpose, appeal/tone
  - Embed at least two quotations per paragraph with highly appropriate selections

- Evaluate quotations and details that center upon the topic, with no distracting commentary
- Transition effectively to aid in progression of ideas, both between and within paragraphs

Standards:

Priority:

CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC 1.2.11–12.C – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

C.1.2.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

C.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

C.1.3.11–12.A – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C.1.3.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C – Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D – Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G – Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.M – Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.Q – Write with an awareness of the stylistic aspects of writing.

CC.1.4.11–12.S – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction

CC.1.4.11–12.T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
CC.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
C.1.2.11–12.E – 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.
CC.1.2.11–12.J – 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.
CC.1.3.11–12.C – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
C.1.3.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text
CC.1.3.11-12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.4.11–12.I – Distinguish the claim(s) from alternate or opposing claims; 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.
CC.1.4.11–12.J – Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
C.1.4.11–12.O – Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
C.1.4.11–12.P – Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.5.11–12.D – Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Acceptable Evidence:

Formative Assessment

- Novel comprehension checks

Summative Assessment

- Persuasive Product

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading

- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities
- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames