



Language Arts Lab III

Course #S1301

5 Credits

2020

I. Course Description:

The Language Arts Lab III strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational text, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

II. Units:

Content Area:	Language Arts Lab III	Grade(s)	11
Unit Plan Title:	Sacrificing for the Good of All		
NJSLS Standard(s)			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>			

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.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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 avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

C. Use 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.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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.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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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 contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions (3-5)

What would be your expectations of living in a theocracy? Why?

Why can being a leader pose challenges?

Why can it be important in certain instances to share common beliefs?

How can individuals help spark positive change in society?

Anchor Text

Required:

StudySync, McGraw-Hill *The Crucible* by Arthur Miller

Informational Texts (3-5)

Required:

StudySync, McGraw-Hill “Death in Salem: The Private Lives Behind the 1692 Witch Hunt” by Diane Foulds

StudySync, McGraw-Hill Literary Focus: “Early America” by StudySync

Optional:

Excerpt: StudySync, McGraw-Hill *Wonders of the Invisible World* by Cotton Mather

Article of the Week (AOTW)

Short Texts (1-3)

Required:

StudySync, McGraw-Hill “The Monsters are Due on Maple Street” by Rod Serling

Optional:

Poem: StudySync, McGraw-Hill “Liberty Tree” by Thomas Paine

Formative & Summative Assessments**Formative:**

Homework
Quiz
Chapter Test(s)
Classwork
Writing Drafts
Writing Pre-test
Narrative Task

Summative:

Project
Final Draft
Novel Test
Writing Post-test
Persuasive Essay

Writing and Grammar Focus**Utilizing the IXL Platform:**

Identify Sentence Fragments, T.1
Identify run-on sentences, T.2
Use appeals to ethos, pathos, and logos in persuasive writing, I.2
Identify appositives and appositive phrases, U.3
Identify dependent and independent clauses, U.4
Additional teacher selected skills

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync
 IXL
 NewsELA
 No Red Ink
 Purdue OWL
 Common Lit
 Kami
 Grammarly
 YouTube
 Screencastify
 Pear Deck
 Flipgrid Online Text (Overdrive - eBooks)
 Online Audio Text
 Smartboard
 Whiteboard
 Canvas
 Google Drive/Docs/Slides/Forms
 Chromebook

Suggested Time Frame:

12 Weeks

Content Area:

Language Arts Lab III

Grade(s)

11

Unit Plan Title:

Differing Viewpoints and Perspectives

NJSLS Standard(s) Addressed in this unit

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RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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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.

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A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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]”).

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- 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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 contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 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.
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- SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions (3-5)

- How do writers use their platform to challenge beliefs and express their points?
- How do current events impact people’s lives?
- What can be the value of opposing other people’s points of view?
- What goes into a person’s perception of something or someone?

Anchor Text

Required:

StudySync, McGraw-Hill The Great Short Works of Edgar Allan Poe – Edgar Allan Poe (“The Cask of Amontillado”; “The Pit and the Pendulum”; “The Masque of the Red Death”; “The Murders in the Rue Morgue”)

Informational Texts (3-5)**Required:**

StudySync, McGraw-Hill “Bessie Coleman: Woman who ‘dared to dream’ made aviation history” by U.S. Air Force
“The Women Behind the 19th Amendment” by Greg Timmons

<https://www.biography.com/news/19th-amendment-famous-suffragists>

Optional:

StudySync, McGraw-Hill “The Case of Susan B. Anthony” by Lillie Devereux Blake
Article of the Week (AOTW)

Short Texts (1-3)**Required:**

StudySync, McGraw-Hill “The Looking Glass” by Anton Chekhov
StudySync, McGraw-Hill Poem: “If I Should Die” by Emily Dickinson

Optional:

StudySync, McGraw-Hill Poem: “The Bells” by Edgar Allan Poe
StudySync, McGraw-Hill Poem: “A Poison Tree” by William Blake

Formative & Summative Assessments**Formative:**

Homework
Quiz
Content Test(s)
Classwork
Writing Drafts
Narrative Writing Task

Research Simulated Task (RST)

Summative:

Project
Final Draft
Literary Devices Assessment
Writing Post-test
Literary Analysis Task

Writing and Grammar Focus

Utilizing the IXL Platform:

Identify the narrative point of view, C.1
Interpret the meaning of an allusion from its source, C.2
Identify and correct errors with plural and possessive nouns, FF.1
Form the progressive verb tenses, Y.1
Identify and correct errors with subject-verb agreement, X.1
Additional teacher selected skills

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync
IXL
NewsELA
No Red Ink
Purdue OWL
Common Lit
Kami
Grammarly
YouTube
Screencastify
Pear Deck
Flipgrid
Online Text (Overdrive - eBooks)

Online Audio Text
 Smartboard
 Whiteboard
 Canvas
 Google Drive/Docs/Slides/Forms
 Chromebook

Suggested Time Frame:

12 Weeks

Content Area:	Language Arts Lab III	Grade(s)	11
Unit Plan Title:	Realizing the American Dream with Honor		
NJSLS Standard(s) Addressed in this unit			
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RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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 avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

C. Use 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.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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.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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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 contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions (5-7)

How can an individual spark change or break the mold of past practices?

What determines real success in society? How do we understand the true value or meaning of success?

How can society impact a person's thoughts or beliefs?

How does someone handle controversy in society?

What do you envision the "American Dream" to be?

What obstacles can prevent a person from being successful? Explain.

How does a person's environment or surroundings impact their success?

How does an everchanging society influence a person's thoughts or beliefs?

Anchor Text

Required:

StudySync, McGraw-Hill *The Great Gatsby* by F. Scott Fitzgerald

StudySync, McGraw-Hill *A Raisin in the Sun* by Lorraine Hansberry

Informational Texts (3-5)

Required:

“The Roaring Twenties” by Mike Kubik <https://www.commonlit.org/en/texts/the-roaring-twenties>

“What is the Blues” by PBS.org <https://www.pbs.org/theblues/classroom/essaysblues.html>

Optional:

“Prohibition” by History.com Editors

<https://www.history.com/topics/roaring-twenties/prohibition>

Article of the Week (AOTW)

Short Texts (1-3)

Required:

StudySync, McGraw-Hill “Al Capone Does My Shirts” by Gennifer Choldenko

StudySync, McGraw-Hill Poem: “Helen Keller” by Langston Hughes

Optional:

StudySync, McGraw-Hill “Letter to Harriet Tubman” by Frederick Douglass

Formative & Summative Assessments

Formative:

Homework

Quiz

Chapter Test(s)

Classwork

Writing Drafts

Literary Analysis Task

Research Simulated Task (RST)

Summative:

Project
Final Draft
Novel Test(s)
Writing Post-test
Narrative Writing Task
Expository Essay

Writing and Grammar Focus**Utilizing the IXL Platform:**

Use relative pronouns: who and whom, V.5
Identify prepositional phrases, U.2
Organize information by main idea, F.2
Choose the analysis that logically connects the evidence to the claim, H.6
Transition logically between claims, evidence, analysis, and counterclaims, H.7
Use hyphens in compound adjectives, EE.2
Choose between adjectives and adverbs, Z.1
Avoid double, illogical, and unclear comparisons, J.2
Additional teacher selected skills

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync
IXL
NewsELA
No Red Ink
Purdue OWL
Common Lit
Kami
Grammarly
YouTube
Screencastify
Pear Deck

Flipgrid
Online Text (Overdrive - eBooks)
Online Audio Text
Outline Template
Smartboard
Whiteboard
Canvas
Google Drive/Docs/Slides/Forms
Chromebook

Suggested Time Frame:

12 Weeks

III. Instructional Strategies

Instructional strategies commonly utilized in Language Arts Lab:

- Maps, photos, graphs, and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Spelling
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating

- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Peer editing
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Note taking/note making
- Annotating
- Drafting/writing/editing/revising/submitting final copy

IV. Scope and Sequence

Skills	I = Introduction D = Developed in depth R = Reinforced
Demonstrate ability to listen effectively	D, R
Engage in formal debates and group discussion	D, R
Develop a paragraph with clear sense of cohesion	D, R
Employ mechanics to generate clear sentences	D, R
Utilize prewriting strategies including graphic organizers	D, R
Edit/revise drafts of manuscripts	D, R
Adapt writing style to a "given" audience	D, R
Recognize/use varied reference materials	D, R
Interpret information from multimedia sources	D, R

Engage in documentation of sources	D, R
Prepare (speech, essay, review reports) research papers	D, R
Compile a list of vocabulary words	D, R
Complete exercises antonyms, analogies, sentence completions	D, R
Practice strategies for improving comprehension	D, R
Recognize major literary forms	D, R
Identify themes	D, R
Place events in proper sequence	D, R
Infer character's motives	D, R
Explain author's purpose	D, R
Identify literary conventions (flashback, etc.)	D, R
Interpret figurative language	D, R
React to persuasive text	D, R
Respond to open-ended questions	D, R
Complete a standardized writing sample	D, R
Practice test-taking strategies (develop, improve)	D, R

V. Course Textbooks, Instructional Resources & Software

Textbook: StudySync, McGraw-Hill, ISBN# 13:9780076897605

Title	Copyright Date	Author	Publisher	ISBN
<i>The Crucible</i>	1953	Arthur Miller	Dramatists Play Service, Inc.	(From online text)
“Death in Salem: The Private Lives Behind the 1692 Witch Hunt”	2013	Diane E. Foulds	Globe Pequot Press	(From online text)
“Early America”	2018	StudySync	N/A	(From online text)
“The Wonders of the Invisible World: Being an Account of the Tryals of Several Witches Lately Executed in New-England”	1862	Cotton Mather	Project Gutenberg	(From online text)
“The Monsters are Due on Maple Street”	1960	Rod Serling	Walker	(From online text)

“Liberty Tree”	1775	Thomas Paine	Carlile	(From online text)
“The Cask of Amontillado”	1846	Edgar Allan Poe	Prestwick House	(From online text)
“The Pit and the Pendulum”	1843	Edgar Allan Poe	CreateSpace Independent Publishing Platform	(From online text)
“The Masque of the Red Death”	1842	Edgar Allan Poe	Perfection Learning	(From online text)
“The Murders in the Rue Morgue”	1841	Edgar Allan Poe	CreateSpace Independent Publishing Platform	(From online text)
“Bessie Coleman: Woman who ‘dared to dream’ made aviation history”	2012	U.S. Air Force	N/A	(From online text)
“The Case of Susan B. Anthony”	1873	Lillie Devereux Blake	<i>The New York Times</i>	(From online text)

“The Looking Glass”	1885	Anton Chekhov	Sovereign	(From online text)
“If I Should Die”	1891	Emily Dickinson	N/A	(From online text)
“The Bells”	1849	Edgar Allan Poe	Doubleday-Knopf	(From online text)
“A Poison Tree”	1794	William Blake	The U. of California Press	(From online text)
<i>The Great Gatsby</i>	1925	F. Scott Fitzgerald	Simon & Schuster	(From online text)
<i>A Raisin in the Sun</i>	1959	Lorraine Hansberry	Vintage-Penguin Books	(From online text)
“Al Capone Does My Shirts”	2004	Gennifer Choldenko	Perfection Learning	(From online text)

“Helen Keller”	1931	Langston Hughes	N/A	(From online text)
“Letter to Harriet Tubman”	1869	Frederick Douglass	Auburn	(From online text)

VI. Student Handout

Language Arts Lab III

The Language Arts Lab curriculum strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational text, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

Proficiencies:

Demonstrate his/her listening abilities in various speaking situations.

Collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.

Understand vocabulary in context to enhance and reinforce comprehension.

Become familiar with antonyms, analogies, sentence completion and reading comprehension exercises.

Recognize the important differences between electronic and non-electronic communication, an awareness of electronic etiquette, and the implications of a permanent, global Internet.

Develop a paragraph/essay with a clear sense of cohesion.

Employ mechanics to produce clear, unambiguous sentences.

Combine and rearrange ideas to create an impact upon the reader.

Utilize pre-writing strategies in paragraphs, essays, and research projects.

Revise written material to make it more effective.

Develop awareness of the role of audience, writing as both a process and a product, and the various genres of writing.

Develop an awareness of the influence of technology on the format of both formal and informal writing.

Demonstrate and use textual and graphic organizers.

Use proper MLA format practices.

Recognize relevant details and infer new things from those details

Predict outcomes

Put events in chronological order

Interpret connotative meanings and differentiate them from denotative meanings

Write about themes as they relate to their own lives

Contrast the mood, plot, theme, characters, and settings from different works by the same author and by different authors

Identify archetypal elements from both literature and their own experiences

Develop coherent thoughts or ideas based on textual understanding

Separate subjective from objective details

Describe the influence of time and place upon fact versus fiction

Understand the importance of source in nonfiction

Apply their understanding of nonfiction to evaluate a source for credibility

Continue to develop an awareness of media messages and the evaluation and source credibility

Cite where information is gotten from as it relates to their own lives

Demonstrate understanding of how technology influences nonfiction

Develop coherent thoughts or ideas based on textual understanding

Analyze conflict

Write about characters

Recognize symbolism, literary, and rhetorical devices

Identify the themes

Evaluate the novel

Understand character

Understand plot development

Understand cultural and temporal differences and similarities of theme

Appreciate details of setting
Distinguish how individual elements contribute to the novel as a whole
Contribute in-depth thoughts or ideas to class discussions

Addendum I

Assignments: Suggested for R1

Narrative Writing: Choose a character from the text and write an original monologue for them. A monologue is a long speech delivered without interruption. Write your monologue as an aside giving your character a chance to explore their innermost feelings privately. Imagine what your chosen character would say if no one else were around to hear them. To the best of your ability, echo the language and style of Miller to lend credibility and context to your writing. Be sure to indicate which character you chose (from StudySync).

Comparative Analysis: Students will compare and contrast two stories focusing on different perspectives, how two authors use literary devices and other elements of fiction to tell similar stories.

Literary Work Projects:

Alternate Ending - Were you surprised by the end of your novel? Think you can do better? Write at least a five-page ending to your novel as you think the story should have ended. Be sure to use dialogue and be sure to use it correctly. Although this is your ending, the style of writing should stay true to the original text. Stay in the same voice and writing style that the original author began. If you have not yet completed the book, work from that point forward.

Movie / Drama - Choose a scene or several scenes from your story to act out. You can also create a new scene that wasn't in the novel i.e. - a new ending or an extension of a scene from the novel. This is not an impromptu production. Your scene must be mapped out and you should be following a script. You can video your actors doing the scene to ensure it turns out the way you want.

Other Projects: Character analysis project; switching a literary work's point of view.

Article of the Week (AOTW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Five paragraph essay: This can be a teacher selected topic that connects to one of the literary works from the trimester.

Formative Assessments: In the form of a quiz or writing assignment, it will be given on the following topics:

- Spelling Quizzes/tests
- Point of View test

- IXL Quizzes/tests
- Newsela Quizzes
- Content Quizzes/tests
- Research Simulated Task (RST)
- Literary Devices
- Figurative Language
- Writing Pre-test
- Outlining
- Revising
- Editing
- Five Paragraph Essay
- Whole class text; if used

Assignments: Suggested for R2

Narrative Task: Analyze the argument Nellie has with the doctor. What ideas do their opposing views represent in the story? Respond in an essay of at least 300 words (from StudySync).

Comparative Analysis - Students will compare and contrast two stories focusing on different perspectives, how two authors use literary devices and other elements of fiction to tell similar stories.

Literary Work Project:

Alternate Ending - Were you surprised by the end of your novel? Think you can do better? Write at least a five-page ending to your novel as you think the story should have ended. Be sure to use dialogue and be sure to use it correctly. Although this is your ending, the style of writing should stay true to the original text. Stay in the same voice and writing style that the original author began. If you have not yet completed the book, work from that point forward.

Extended Ending -

Movie / Drama - Choose a scene or several scenes from your story to act out. You can also create a new scene that wasn't in the novel i.e. - a new ending or an extension of a scene from the novel. This is not an impromptu production. Your scene must be mapped out and you should be following a script. You can video your actors doing the scene to ensure it turns out the way you want.

Article of the Week (AOW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Five paragraph essay: This can be a teacher selected topic that connects to one of the literary works from the trimester.

Formative Assessments: In the form of a quiz or writing assignment, it will be given on the following topics:

Literary Devices

- Content Quizzes/tests
- Research Simulated Task (RST)
- Figurative Language
- Sentence Structure
- Narrative Task
- Narrative Structure
- Outlining
- Revising
- Editing
- Whole class text; if used

Assignments: Suggested for R3

Narrative Task: What is Nick, the narrator, saying about himself in Chapter 1? Do you believe him? Do you think he believes himself? Why or why not? Answer these questions in an essay of 300 words or more, and be sure to quote from the excerpt to support your position and argument (from StudySync).

Textual Writing: Compare two different literary works that you've read this trimester -- how has your EXPERIENCE of reading them been different? If one was easier to read than the other, why? Really think about it, describe how it felt to read each title.

Expository Writing - Mama says, "There is always something left to love." In an essay of at least 300 words, compare her attitude to Beneatha's and to your own attitude of the events you've read here from *A Raisin in the Sun*. Do you believe that Walters's begging is forgivable? Why or why not? Use examples from the text to support your claims (from StudySync).

Article of the Week (AOTW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Formative Assessments: In the form of a quiz or writing assignment, will be given on the following topics:

- Spelling Tests
- Content Quizzes/tests
- Research Simulated Task (RST)
- In-text Citations

- Outlining
- Revising
- Editing
- Whole class text; if used