

11-12 ELA Standards: Literature

ELA Reading Standards for Literature

R.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.

R.11-12.2 Examine a grade-appropriate literary or literary nonfiction text.

- Provide an objective summary.
- 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.

R.11-12.3 Analyze how characterization, plot, and setting in a literary text or a complex set of ideas or sequence of events in a literary nonfiction text interact and contribute to the development and complexity of a text.

R.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 or how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

R.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 in a literary text and whether the structure makes points clear, convincing, and engaging in a literary nonfiction text.

R.11-12.6 Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and how rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.

R.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play, recorded novel or poetry) or literary nonfiction text, evaluating how each version interprets the source text.

R.11-12.8 Analyze 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.

R.11-12.9 Analyze how two or more influential literary or literary nonfiction works, including U.S. historical documents from the same time period, use rhetorical features and address similar themes or topics.

R.11-12.10 By the end of grade 12 read and comprehend literature and literary nonfiction, including stories, drama, and poetry at the high end of the grades 11-12 text complexity band independently and proficiently.

ELA Writing Standards for Literature

WL.11-12.1 Write arguments focused on discipline-specific content.

WL.11-12.2 Write informative/explanatory texts.

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

WL.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WL.11-12.5 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.

WL.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.

WL.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WL.11-12.8 Gather relevant information from multiple authoritative and credible print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WL.11-12.9 Draw evidence from literary and literary nonfiction texts to support analysis, reflection, and research.

WL.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 discipline-specific tasks, purposes, and audiences.

ELA Speaking and Listening Standards for Literature

SLL.11-12.1 Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SLL.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

SLL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

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

ELA Language Standards for Literature

LL.11-12.1 Demonstrate command of the conventions of standard English grammar and usage.

LL.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LL.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LL.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

LL.11-12.5 Demonstrate understanding of word relationships and nuances in word meanings.

LL.11-12.6 Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English 11/12: Comparative Literature

(0.5 Credit)

COURSE	2
Overview of Essential Questions	2
READING	3
Extended Texts	4
Supporting Texts	4
Extended Texts	6
Supporting Texts	6
WRITING	8
Analysis Writing	9
Routine Daily Writing	11
RESEARCH	12
Extended Research Opportunity	12
Short Research Opportunities	13
SPEAKING AND LISTENING (COMMUNICATION)	14
One-to-One Communication	14
Small Group Communication	15
Whole Class Communication	17
TEXT COMPLEXITY	19

COURSE

Course Umbrella:	Literature
Title of the Course:	English 11/12: Comparative Literature
Course Code Number:	418030
Licensure Codes:	Link to ADE Data Center: Course Code Management System
Course Description:	<p>There are multiple organizational models one could select from when designing this course.</p> <ul style="list-style-type: none"> ● Topic: two units of study, each focusing on a specific topic. ● Topic Across Genres / Periods: study of one topic from two different genres of literary periods. ● Retellings of a Story: study the retellings of one story from different time periods and/or text types.

Overview of Essential Questions

Communication	<ul style="list-style-type: none"> ● How can you use language to empower yourself? ● How is language used to manipulate and persuade? ● How do our values and beliefs shape who we are as individuals and influence our communication behaviors?
Literature	<ul style="list-style-type: none"> ● What is literature supposed to do? ● How does literature reveal the values of a given culture or time period? ● How can literature serve as a vehicle for social change?
Technical Professions	<ul style="list-style-type: none"> ● How does technology shape and form our identities? ● What purpose or function do ethics / philosophy have in governing technological advances? ● What roles do chaos and order play in society through technological advances?

**Course Level Essential
Questions:**

- What insights might be gained from comparing various pieces of literature?
- Why are similar themes explored over and over again in literature?
- How can literature provide both record and a vehicle for societal change?

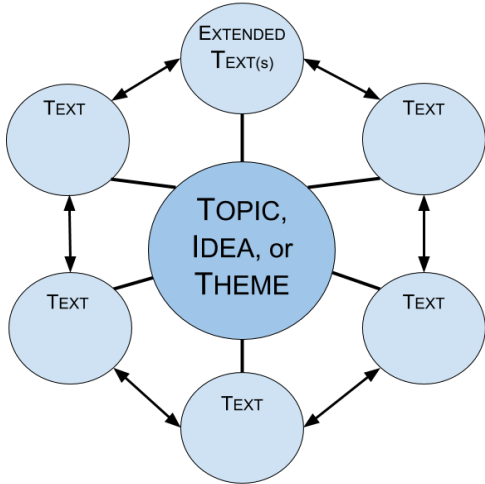
READING

Note: There are multiple organizational models one could select from when designing this course. This course example follows the **Topic** organizational model.

- **Topic:** two units of study, each focusing on a specific topic.
- **Topic Across Genres / Periods:** study of one topic from two different genres of literary periods.
- **Retellings of a Story:** study the retellings of one story from different time periods and/or text types.

Topic Organizational Model

Intent: To explore a topic, idea, or theme across multiple perspectives by analyzing a variety of texts (artistic mediums and/or representations). It is recommended that the instructor develops two different topics, ideas, or themes within the course.



Essential Vocabulary

Extended Texts

TOPIC: Suffrage

Standards		Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Book	Expository, Narrative, and Argumentative	<ul style="list-style-type: none"> • <u>In the Spirit of Crazy Horse</u> by Peter Matthiessen • <u>Native Vote: American Indians, the Voting Rights Act, and the Right to Vote</u> by Daniel McCool, Jennifer Lynn Robinson, and Susan M. Olson • <u>Medgar Evers: Mississippi Martyr</u> by Michael Vinson Williams 	Text Complexity Example
RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4	LL.11-12.3 LL.11-12.5				

RL.11-12.7 RL.11-12.10				<ul style="list-style-type: none"> • <u>We Are Not Afraid</u> by Philip Dray and Seth Cagin • <u>Why They Marched</u> by Susan Ware 	
---------------------------	--	--	--	---	--

Supporting Texts

Standards		3-5 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Mini-Biographies of Suffragettes	Informational	<ul style="list-style-type: none"> • Mathilde Anneke • Antoinette Brown Blackwell • Alice Stone Blackwell • Harriet Eaton Stanton Blatch • Biographies of Influential Suffragists 	
1	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.10 LL.11-12.3 LL.11-12.4 LL.11-12.5				
2	R.11-12.1 R.11-12.4 R.11-12.6 LL.11-12.3 LL.11-12.4 LL.11-12.5	Poetry	Narrative	<ul style="list-style-type: none"> • “The Revolt of Mother” by Mary E. Wilkins Freeman • “Our Idea of Nothing at All” by Alice Duer Miller • “Are Women People? A Consistent Anti to her Son” by Alice Duer Miller • “Vote or Die” by Margaret Block • “This 1912 Booklet Turns Mother Goose Into A Strong Suffragette” by Angel Chang 	
3	R.11-12.5 R.11-12.8 R.11-12.9 LL.11-12.3 LL.11-12.4 LL.11-12.5	Informational Articles	Informational	<ul style="list-style-type: none"> • “Women, Their Rights, and Nothing Less’: Literary Activists of the Woman’s Suffrage Movement” by Margaret Kingsbury • “The Inspiring Force of ‘We Shall Overcome’” by Noah Adams 	Text Complexity Example

					<ul style="list-style-type: none"> • “Voting Rights for Native Americans” by Library of Congress • “The State of Native American Voting Rights” by Peter Dunphy • “Voting Rights” from Civil Rights History project 	
4	R.11-12.1 R.11-12.4 R.11-12.7	LL.11-12.3 LL.11-12.4 LL.11-12.5	Media	Narrative and Informational	<ul style="list-style-type: none"> • One Woman, One Vote (1995) • Suffragette (2015) • Iron Jawed Angels (2004) • Clips from Mary Poppins (1964) • Selma (2014) • “We Shall Overcome” (Song) Lyrics and Video performance 	
5	R.11-12.1 R.11-12.5 R.11-12.10	LL.11-12.3 LL.11-12.4 LL.11-12.5	Current Events	Informational	<ul style="list-style-type: none"> • Recommended that Instructor search for recent articles on “Voting Rights” for the most relevant texts. • Voting Rights Topics in 2019: <ul style="list-style-type: none"> ○ Florida - Restoring the right to vote to felons ○ Voting Rights Acts ○ Gerrymandering 	

Extended Texts

TOPIC: War and Conflict

Standards		Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Novels and Historical Accounts of War	Literature and/or Literary Nonfiction	<ul style="list-style-type: none"> • The Illiad by Homer • 1776 by David McCullough • The Red Badge of Courage by Stephen Crane • Unbroken by Laura Hillenbrand 	
R.11-12.1 R.11-12.2 R.11-12.5 R.11-12.7	LL.11-12.3 LL.11-12.4 LL.11-12.5				

				<ul style="list-style-type: none"> • Auschwitz Lullaby: A Novel by Mario Escobar • The Things They Carried by Tim O'Brien • My Life as a Foreign Country by Brian Turner 	
--	--	--	--	---	--

Supporting Texts

Standards		3-5 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity	
Reading Standards	Language Standards	Poetry	Narrative	<ul style="list-style-type: none"> • "Dulce et Decorum Est" by Wilfred Owen • "ΧΟΠΙΚΣ" by Richard Aldington • "The War Works Hard" by Dunya Mikhail • "The Charge of the Light Brigade" by Alfred Tennyson • "War is Kind" by Stephen Crane 		
1	R.11-12.1 R.11-12.4 R.11-12.5					LL.11-12.3 LL.11-12.4 LL.11-12.5
2	R.11-12.1 R.11-12.3 R.11-12.5	LL.11-12.3 LL.11-12.4 LL.11-12.5	Short Story / Excerpts	Narrative	<ul style="list-style-type: none"> • "Shooting an Elephant" by George Orwell • The Upturned Face by Stephen Crane • "A Horseman in the Sky" by Ambrose Bierce 	
3	R.11-12.1 R.11-12.9	LL.11-12.3 LL.11-12.4 LL.11-12.5	Articles	Informational	<ul style="list-style-type: none"> • NBC: Wars & Conflict • CNN: Syria Crisis • UN News: Armed Conflict 	
4	R.11-12.1 R.11-12.2 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.5	Media	Narrative / Informational	<ul style="list-style-type: none"> • Midway (2019) • Dunkirk (2017) • War Horse (2011) • Unbroken (2014) • Ken Burns' "The Civil War" 	

					<ul style="list-style-type: none"> • Ken Burns' "Vietnam" 	
5	R.11-12.1 R.11-12.2 R.11-12.5	LL.11-12.3 LL.11-12.4 LL.11-12.5	Data Visualization	Informational	<ul style="list-style-type: none"> • WWII • Napoleon's Invasion of Russia by Minard • Wars since 1900 - Poppy Field Data Visualization 	

WRITING

Essential Vocabulary

Extended Process Papers

Standards		2 Extended Process Papers ¹	Text Type	Examples	Instructional Focus ²	
Writing Standards	Language Standards	Analyze two or more texts which address similar topics within the same theme	Comparative Analysis	<ul style="list-style-type: none"> The student will compare and contrast two accounts within the same topic of study and provide evidence to support conclusions. 	Ideas, Organization	
1	WL.11-12.2 WL.11-12.5 WL.11-12.6 WL.11-12.8 WL.11-12.9					LL.11-12.3
2	WL.11-12.1	LL.11-12.6	Point of View	Argument	<ul style="list-style-type: none"> The student will argue a point of view on a current issue related to one of the themes / ideas addressed in the class. 	Ideas, Voice, Sentence Fluency

¹ 2-4 pages

² Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

Analysis Writing

Standards		8-12 Analysis Papers ³	Text Type	Examples	Instructional Focus ⁴
Writing Standards	Language Standards	Expound on real or imagined events	Narrative	<ul style="list-style-type: none"> The student will insert his or herself as a character into one of the pieces studied to add more depth/clarity to it. The student will create a journal entry of one of the events as if he or she is a witness / bystander. 	Ideas, Voice
1	WL.11-12.3 LL.11-12.1				
2	WL.11-12.2 WL.11-12.3 LL.11-12.3	Speech	Informative Argumentative	<ul style="list-style-type: none"> The student will deliver a speech as one of the people, real or imagined, encountered in a text to persuade the audience to take that character's side. The student will deliver a speech responding to the outcome of one of the pieces of text. 	Word Choice, Presentation
3	WL.11-12.3 WL.11-12.4 WL.11-12.5 WL.11-12.7 LL.11-12.1				
4	WL.11-12.3 WL.11-12.4 LL.11-12.5				

³ ½ page to 1 page

⁴

					passage to explore voice / tone / mood / perspective.	
5	WL.11-12.2	LL.11-12.6	Response to Essential Questions	Informational	<ul style="list-style-type: none"> The student will give a brief response to one of the essential questions. 	Ideas
6	WL.11-12.7	LL.11-12.3	Brief Research	Informational	<ul style="list-style-type: none"> The student will research previously unknown figures from one of the units studied to expound on his or her role in that unit. 	Sentence Fluency
7	WL.11-12.7	LL.11-12.2	Brief Research / Interview	Informational	<ul style="list-style-type: none"> The student will interview someone with a direct connection to one of the themes presented in class (e.g., someone directly impacted by war, someone involved in the Civil Rights movement). 	Voice, Conventions
8	WL.11-12.6 WL.11-12.7 WL.11-12.8	LL.11-12.2	Question - Hypothesis - Question	Informational	<ul style="list-style-type: none"> In preparation for discussion / Socratic Seminar, the student will write down questions related to unit of study, answer them, and then write down appropriate follow up questions. This could be done individually, in pairs, or in small groups. 	Organization
9	WL.11-12.3 WL.11-12.4 WL.11-12.9	LL.11-12.3	Response Journal--students are given the chance to respond in multiple	Expository Narrative Reflective	<ul style="list-style-type: none"> The student will reflect on readings as a means of evaluation. The student will respond to a text through self-selected 	Presentation

			forms to daily / weekly / intermittent material		methods (e.g., explanatory answer, poetic form, visual art).	
--	--	--	---	--	--	--

Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	
WL.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	<ul style="list-style-type: none"> ● Brainstorming: Students list words or ideas in response to a provided a topic or question. ● Warm Ups: Students respond to a question or complete an activity to help prepare them for the upcoming lesson. ● Exit Tickets: Students respond to a question or reflect on their learning at the end of a lesson. ● Quick Writes: Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion. ● Summaries: Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms). ● RAFT: Role, Audience, Format, Topic ● GIST: Students write a one sentence summary of a passage. ● Shrinking Notes: Students condense notes to most important facts. ● Note Taking: During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas). ● Reaction Responses: Students write their opinions of a selected passages. ● Logbooks: Students catalogue their learning processes. ● Fact Collecting: Students write down facts. ● Journaling or Blog Posts: Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles). ● Reflections: Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion). ● Sentence Frame: The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.

RESEARCH

Note: Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary

Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type ⁵	Examples	Research Component Focus ⁶
WL.11-12.6 WL.11-12.7 WL.11-12.9	Topic of Study or Secondary Topic	Presentation	<ul style="list-style-type: none"> The instructor will design a research question for the student. The student will research multiple sources and present his or her findings in a format that best communicates his or her message to a specific audience (e.g., speech, editorial, community presentation, website). 	Research Question, Selection of Sources, Organization and Synthesis

⁵ Presentation, Project, Paper

⁶ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type ⁷	Examples	Research Component Focus ⁸
1	WL.11-12.4 WL.11-12.6 WL.11-12.9	Comparing Across Time	Paper	<ul style="list-style-type: none"> Compare and contrast a topic and/or idea from different time periods. For example: research and then compare and contrast early writings and/or news reports by abolitionists (100-200 years ago) to advocates fighting modern day slavery. <ul style="list-style-type: none"> Resources: What is Modern Day Slavery?, Slavery Today 	Organization
2	WL.11-12.6 WL.11-12.8 WL.11-12.9	Comparing Across Geographic Lines	Briefing	<ul style="list-style-type: none"> Compare and contrast a topic and/or idea from different countries. For example: research and then compare and contrast “government control” or “freedom” in multiple countries. 	Note Taking, Citation / Documentation

⁷ Presentation, Project, Paper

⁸ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

DISCLAIMER: All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary

One-to-One Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards Language Standards		Think-Pair-Share <ul style="list-style-type: none"> Students explore a question and/or topic provided. Ideally, students provide a written response and then partner with fellow classmates to discuss. 	<ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives. Participate in conversations by posing and responding to questions that probe reasoning and evidence. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics.
1	SLL.11-12.1 SLL.11-12.2 SLL.11-12.6			
2	SLL.11-12.1 SLL.11-12.6	Ask and Answer Questions <ul style="list-style-type: none"> Students generate and answer questions in pairs, as they read. The focus is on increasing the complexity of understanding / analysis during the reading process. 	<ul style="list-style-type: none"> Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Evaluate the credibility and accuracy of each source. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics. Demonstrate effective and appropriate eye contact, facial expressions, and posture.

3	SLL.11-12.5 SLL.11-12.6	LL.11-12.1 LL.11-12.6	<p>Photo Generation</p> <ul style="list-style-type: none"> Students use images to stimulate background knowledge and vocabulary on a new topic of study. They might also generate predictions and/or sample sentences on the topic. 	<ul style="list-style-type: none"> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). Work with peers to promote civil, democratic discussions and decision making. 	<ul style="list-style-type: none"> Demonstrate effective platform movement during delivery.
4	SLL.11-12.3 SLL.11-12.4 SLL.11-12.6	LL.11-12.4 LL.11-12.6	<p>Task Rewrite</p> <ul style="list-style-type: none"> Students read the task prompt, discuss as a pair or triad, then put the task prompt into their own words. The task prompt might also be broken down into individual tasks to accomplish or "I can..." statements. 	<ul style="list-style-type: none"> Determine what additional information or research is required to deepen the investigation or complete the task. Clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).

Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills
	<p>Speaking and Listening Standards</p>	<p>Small Group Informal Discussion</p> <ul style="list-style-type: none"> What are the advantages and disadvantages of each representation of text? (Compare original text to translation to graphic novel to the film). 	<ul style="list-style-type: none"> Collaborate to determine consensus and resolve discrepancies. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
1	<p>Language Standards</p>			

2	SLL.11-12.3 SLL.11-12.4	LL.11-12.1 LL.11-12.3 LL.11-12.6	<p>Small Group Text Discussion</p> <ul style="list-style-type: none"> • What is the author’s message about [topic of study]? To what extent does this message align with the student’s thinking and the other sources? 	<ul style="list-style-type: none"> • Participate in conversations by posing and responding to questions that probe reasoning and evidence. 	<ul style="list-style-type: none"> • Demonstrate effective and appropriate eye contact, facial expressions, and posture.
3	SLL.11-12.3 SLL.11-12.4	LL.11-12.1 LL.11-12.3 LL.11-12.4 LL.11-12.6	<p>Small Group Jigsaw</p> <ul style="list-style-type: none"> • While researching, each group member is assigned a specific task in preparation for a presentation or paper. Students work on assigned task, meeting with both their groups and those that have a similar role or responsibility as them. While moving in and out of these two groups of students, students should reflect on their work. 	<ul style="list-style-type: none"> • Determine what additional information or research is required to deepen the investigation or complete the task. • Synthesize comments, claims, and evidence made on all sides of an issue. 	<ul style="list-style-type: none"> • Demonstrate effective and appropriate proxemics.
4	SLL.11-12.1 SLL.11-12.6	LL.11-12.1 LL.11-12.3 LL.11-12.6	<p>Small Group Brainstorm</p> <ul style="list-style-type: none"> • Students are presented with a current events article. In groups, students identify the issue or problem and brainstorm possible solutions. 	<ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions and decision making. • Ensure a hearing for a full range of positions on a topic or issue. • Promote divergent and creative perspectives. 	<ul style="list-style-type: none"> • Adapt nonverbal communication to audience.

Whole Class Communication

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards		Think-Pair-Share <ul style="list-style-type: none"> Which version of [text being studied] had the greatest impact on you as a reader or viewer? Which elements had the greatest impact and why? 	<ul style="list-style-type: none"> Analyze idiomatic language and nuances in the meaning of words with similar denotations. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
Language Standards				
1	SLL.11-12.1 SLL.11-12.3	LL.11-12.1 LL.11-12.3		
2	SLL.11-12.2 SLL.11-12.3	LL.11-12.1 LL.11-12.3	Collaborative Research / Poster Session <ul style="list-style-type: none"> Students are assigned or select a topic of their choosing to research and present findings. 	<ul style="list-style-type: none"> Demonstrate effective platform movement during delivery. Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
3	SLL.11-12.4 SLL.11-12.6	LL.11-12.1 LL.11-12.3	Socratic Circle <ul style="list-style-type: none"> Students read an assigned article(s) or select an article of their choosing and come to class prepared to discuss. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture.

4	SLL.11-12.5 SLL.11-12.6	LL.11-12.1 LL.11-12.5 LL.11-12.6	One-Slide Presentation <ul style="list-style-type: none">• Create and present one digital media slide on the topic of study.	<ul style="list-style-type: none">• Enhance understanding of findings, reasoning, and evidence with digital media.• Note any discrepancies among data.	<ul style="list-style-type: none">• Demonstrate effective and appropriate eye contact, facial expressions, and posture.• Demonstrate effective platform movement during delivery.
---	----------------------------	--	---	---	--

TEXT COMPLEXITY

Extended Text Title: <u>Why They Marched</u> by Susan Ware	
Qualitative Measures	
Structure	Quantitative Measures
Ware writes an informational text that is organized into three large sections. Within each section are chapters that present vignettes of women who fought for the right to vote.	Flesch-Kincaid Grade Level: 11.1 Lexile: 1210L-1400L
Language Conventionalty and Clarity	Reader-Task Considerations
The text uses a low percentage of passive voice and scores a 46.7% on the Flesch-Kincaid Reading Ease scale. Some of the sentences and paragraphs are a bit longer. The text is written clearly and is easy to follow.	The students would not have to read this entire texts to gain benefit from it. Since it is divided into sections with several examples, the teacher might identify one or more examples from each section for students to read. The teacher might randomly assign chapters to different students for them to share with the class. Because of the structure of the text, it could be used in a variety of ways to support the study of women’s suffrage.
Knowledge Demands	Recommended Placement
Some knowledge of history and domain-specific vocabulary around the suffrage movement would be helpful. However, the text is written as a narrative with an interesting tone and voice that engages the reader in the text. An engaged reader will be more likely to work through the vocabulary to comprehend the text.	This text fits well within the grades 11-12 reading complexity band.
Purpose	
The purpose of the text is to tell the untold stories of the women who fought for the right to vote.	

<p>Extended Text Title: The Inspiring Force of ‘We Shall Overcome’ by Noah Adams</p>	
<p>Qualitative Measures</p>	
<p>Structure</p>	<p>Quantitative Measures</p>
<p>The text is formatted as an online informational text that is divided by headings. Embedded links lead to deeper dives into related information. The paragraphs are relatively short, composed of approximately 3-5 sentences each.</p>	<p>Flesch-Kincaid Grade Level: 7.7 Lexile: 810L-1000L</p>
<p>Language Conventinality and Clarity</p>	<p>Reader-Task Considerations</p>
<p>The language is literal, clear, contemporary, and conversational. The text uses general academic vocabulary that is accessible by a broad audience. Standard conventions and structures are used to construct the text. The text is easy to follow. The Flesch-Kincaid Reading Ease measure is 63.1%.</p>	<p>This selection works well when paired with a text of higher text complexity. Since the quantitative text complexity makes the words easy to read and the content is so engaging, the teacher could assign this reading outside of class in preparation for a class discussion or writing assignment. This would also be a good choice for independent or small group work in class.</p>
<p>Knowledge Demands</p>	<p>Recommended Placement</p>
<p>Knowledge of the words and meaning of the song, “We Shall Overcome,” would be helpful; however, the reader has an opportunity to gain the background knowledge by listening to a recording.</p>	<p>This text fall at the lower end of the 6-8 text complexity range.</p>
<p>Purpose</p>	
<p>The purpose of the article is to highlight how a simple spiritual powerfully inspired and sustained people across the decades to continue their fight for civil rights.</p>	