

Unit 3: Writing to Analyze, Interpret, and Evaluate

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

Summary: Students will understand that to analyze, interpret, and evaluate a topic, they must break the information down and ask "How?" and "Why?" questions that lead to deeper critical thinking. Students will be challenged to take note of connections, patterns, and specific details in writing that will allow them to compare and contrast, review, and note cause and effect relationships as they better navigate literature as well as their consumer-driven culture. To achieve this goal, students will continue to engage in reading about writing techniques in addition to reading sample, mentor text essays from a variety of sources in order to gain a thorough understanding of audience, purpose, and tone. Students will closely analyze the use and structure of language to determine what constitutes effective writing while demonstrating command of standard English grammar, usage, spelling, and punctuation in composing a variety of responses to both creative and practical, real-world writing prompts. In order to share critical interpretations of strong writing and to offer feedback to their peers, students will actively engage in whole class discussions, small group conversations, as well as teacher-student conferences as they allow for an enhanced understanding of different perspectives on writing.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.

LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.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.
LA.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.)
LA.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.

LA.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.
LA.W.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.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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. (MLA or APA Style Manuals).
LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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.
LA.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).
LA.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.)
LA.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.
LA.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).
LA.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.)

Essential Questions

- How do the concepts of ethos, pathos, and logos enhance an analytical essay?
- How does a title enhance a piece of writing?
- How does a writer effectively compare and contrast, show cause and effect relationships, and/or review and evaluate in writing?
- How should research be integrated into an evaluative essay?
- How should the conventions of standard written English be used to best convey crucial ideas to a reader?
- What is effective writing?
- What is the significance of asking "Why?" in an essay?
- What organizational formats enhance strong analytical and evaluative writing?
- What propaganda techniques are used to impact and manipulate consumers?
- What role do different types of evidence play in analytical writing?

Essential Understandings

- 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.
- 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.
- Comparison and contrast writing aids in developing consumer savvy.
- Mastering progression through the phases of the writing process will allow for written proficiency.
- Mentor texts serve as models of effective writing.
- Students will dissect and analyze broad ideas to determine patterns, connections, and meaning.
- To deepen their written evaluations, students should learn to effectively interpret charts, infographics, print ads, and videos.
- Writing for a specific audience and purpose delineates choices in point of view, tone, diction, and syntax.

Students Will Know

- How to break down complex ideas and topics so as to critically analyze meaning and offer insights.
- How to peer edit and offer useful feedback to a fellow student.
- How to utilize ethos, pathos, and logos to evaluate a claim.
- The conventions of standard English grammar and usage when writing or speaking.
- The need to demonstrate understanding of figurative language, word relationships, and nuances in word meanings through original pieces of writing.

- The stages of the writing process and how to progress through them independently.
- The types of organizational formats for types of analytical and evaluative writing.

Students Will Be Skilled At

- Comparing and contrasting topics of personal interest.
- Participating in collaborative discussions to practice the art of analysis.
- Using appropriate diction and syntax to convey purpose, meaning, and tone.
- Using different forms of evidence and support in their analytical and evaluative writing.
- Using mentor texts to develop their own personal writing style.
- Using technology to develop, share, and publish real-world writing samples.
- Writing a critical review of a product or service of their choice.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses

- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- SAT (grades 11-12)
- Final Exam
- IXL

- Answer the essential questions.
- Effectively organize ideas to coherently analyze a topic of personal interest.
- Peer edit and revise to refine meaning and clarity.
- Peer edit and revise written work.
- Read and analyze models of writing.
- Utilize standard written English rules in writing.
- Write a critical review that melds description and argumentation through details and examples.
- Write an essay of comparison using specific points of contrast.

Learning Plan

Taught using a Writing Workshop approach, this unit of study will move through the development and publication of a work or multiple works of writing (while study mentor texts relevant to a specific genre of study or rhetorical mode). Strategies and techniques in Writing Workshop include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on

synthesizing texts with nuanced understanding; teacher-created multi-modal text sets may be used as materials. High-and low-stakes, timed and untimed pieces are all important. Each unit ends with a celebration of learning where writers share their work with others in the school community.

Lessons may follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The teacher will confer and offer feedback throughout the writing process. The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Lessons:

- Introduce real world writing to analyze, interpret, and evaluate through the viewing of the Academy Award winning film, *Spotlight*. After viewing the film, study several critical reviews of the film (from *Variety Magazine* and *The New York Times*). Then, analyze the similarities and differences between the reviews as well as evaluate which review does the more effective job of presenting the strengths and weaknesses of the film. (The film also highlights the value of real world expository writing from the perspective of journalists researching a story and presenting information to a wide audience-the film may be used as a "bridge" between the Inform/Explain and Analyze/Interpret/Evaluate units).
- Define the differences between analysis, interpretation, and evaluation in writing but stress the common need to scrutinize details as a means of achieving one's purpose in writing
- Highlight the need for focused analysis through a close viewing activity: study one of Joan Steiner's paintings from her book *Look-Alikes* for 5 seconds. Have students note details. Next, have them scrutinize the painting for 30 seconds. Compare student observations based on timing and have them suggest the purpose of the work in terms of its visual appeal. Close analysis allows for interpretation

and a clearer understanding of the artist's message.

- Explore personal, free choice analytical/evaluative writing in connection with our American consumer culture. Allow students to work individually or collaboratively and develop an Amazon-esque product review for a product that they own and use. Study several sample reviews following oral review of products by instructor. Then, students are to write a 250-400 word analytical review that evaluates the claims put forth by a manufacturer.
- Read, analyze, and discuss a variety of non-fiction mentor texts that focus on marketing of products and services in America. Students should note content details about marketing strategies as well as rhetorical strategies and techniques that the authors employ to enhance the information they impart. Selections may include (but are not limited to): A. Kamer's "The Piracy of Privacy: Why Marketers Must Bare Our Souls," M. Mueller's "The Secret of Neuromarketing: Go For the Pain," P. Mahler's "15 Powerful Examples of Neuromarketing in Action," and I. Morris's "What are the Advantages of Print Advertising?"
- Establish a list of various marketing strategies that are employed in print advertisements (text and images). In small groups, analyze the presence of marketing techniques in sample advertisements
- Utilize expository writing techniques and strategies to develop an analysis of a print ad (of one's choosing) that interprets the use of marketing strategies (including neuromarketing techniques, Hugh Rank's Intensify/Downplay schema, and traditional propaganda tools) and ultimately evaluates the effectiveness of the ad in regard to its target audience
- Students select rhetorical strategies highlighted in the mentor texts to incorporate in their original writing
- Engage in personal brainstorming/invention activities that include free writes, drawing, written notes, online research
- Select a 1-2 page advertisement that contains text and images. Analyze the product's appeal for a target audience. Write down observations that include what the ad says, how the marketers conveyed their message, and why they chose those marketing techniques.
- Develop a focused thesis that establishes the writer's claims and indicates paragraph organization
- Using Chromebooks, laptops, or personal devices, draft an analytical essay of 500-1000 words that cites details as well an interpretation of the meaning of the details for the reader
- Conference with peers and instructor for the purpose of editing and revision
- Engage in individual editing and revision
- Student presentations and submission of final draft

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

- 40 Model Essays by Aaron and Kuhlrepetto

- 642 Tiny Things to Write About by San Francisco Writer's Grotto
- CHS and Cranford Public Library media databases including Facts on File, EBSCO, and Points of View.
- CHS and Cranford Public Library print resources.
- Current Issues and Enduring Questions by Barnet and Bedau
- Gallagher's Write Like This
- Grammar Girl quickanddirtytips.com
- In Fact: The Best Creative Non-Fiction by Gutkind
- Marchetti and O'Dell's Writing with Mentors
- MLA Handbook.
- Rosa and Eschholz's Models for Writers
- St. Martin's Guide to Writing.
- The Writer's Resource Ed. by Day and McMahon
- Writer's Inc.
- www.avclub.com
- www.npr.org
- www.nytimes.com
- www.reviewtrackers.com
- www.theatlantic.com
- www.youtube.com

Suggested Strategies for Accommodation and Modification

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is more accessible for the student
- Take additional time to complete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management

- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Encourage students to self-advocate and use alternate methods of presenting information
- Encourage the use of asynchronous learning to promote student autonomy and flexibility throughout the analysis and writing process.

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan