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

Focus: “Review not a writer; read, analyze, and understand its writing, which also mirrors and reflects its thoughts and persona.” - Ehsan Sehgal

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 mentor texts 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.

Revised: July 2024

Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11–12.2	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.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.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.
W.AW.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.
W.AW.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.
W.AW.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.
W.AW.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).
SL.PE.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.
SL.II.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.

Essential Questions

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

- What is the significance of asking "Why?" in an essay?

Students Will Know and Be Skilled At

- How to break down complex ideas and topics so as to critically analyze meaning and offer insights.
- The types of organizational formats for types of analytical and evaluative writing.
- How to utilize ethos, pathos, and logos to evaluate a claim.
- 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 conventions of standard English grammar and usage when writing or speaking.
- How to peer edit and offer useful feedback to a fellow student.

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

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
- 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 Essays

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

Learning Plan

English IV Writing is designed to refine and elevate writing skills as students prepare for life beyond high school. This course focuses on various forms of writing while engaging in rigorous analysis of texts, exploration diverse writing styles, and development a strong command of grammar and syntax.

This third unit focuses on writing that analyzes, interprets, and evaluates. Students will learn to construct clear, concise, and well-organized analytical essays to develop skills in analytical writing, learning to interpret literature, evaluate arguments, and critically assess various texts and media. Through workshops, peer reviews, and individual feedback, students will hone their ability to convey complex information in an accessible and engaging manner. By mastering these skills, they will be equipped to communicate effectively in academic, professional, and everyday contexts. This unit of study also has opportunity to model coursework offered at various colleges and universities, preparing students for the demands of higher education coursework by engaging with college-level writing expectations and standards.

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 studying 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; modeling 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 multimodal 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.

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

Sample Writers' Workshop Approach: Daily Mini-Lesson

- Establish teaching point(s) for lesson
- Make a connection
    - Connect new learning to previous learning/lessons
- Teach and model
    - Use 'think alouds' when modeling what you expect students to do
- Facilitate guided practice and 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

- Facilitate independent writing and student conferences
    - Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Close the lesson
    - Pull students back together and recognize the work they have done relating to the teaching point

Sample Coursework Connection: University of Rhode Island

Profile Project:

This project will seek to broaden the idea of community. You will reach out to someone who is from a different community than you and interview them to learn about them and their community. Based on your conversation with them, you will write a profile that brings them to life to your readers. Along with your profile, you will also be submitting notes and reflections on the interview and experience.

Sample Unit Planning

Whole Class Texts:

- Nonfiction Mentor Texts (such as, but not limited to: "The Piracy of Privacy: Why Marketers Must Bare Our Souls" by AD Kanner, "The Secret of Neuromarketing: Go For the Pain" by MP Mueller, "15 Powerful Examples of Neuromarketing in Action" by P. Mahler, "What are the Advantages of Print Advertising?" by I. Morris)
    - 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.
    - 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.

Film:

- *Spotlight*, directed by Tom McCarthy
    - Introduce real world writing to analyze, interpret, and evaluate through the viewing of the Academy Awarding winning film, *Spotlight*.
    - After viewing the film, study several critical reviews of the film (from *Variety Magazine* and *The New York Times*).
    - 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.

Analytical Writing:

- Writing samples and essays based on real world evaluative and analytical writing
    - 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.
    - 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.
    - 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. Students select rhetorical strategies highlighted in the mentor texts to incorporate in their original writing

Visual Analysis:

- Visual samples such as paintings, print and digital advertisements, and videos
    - 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 then 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.
    - 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.

Speaking:

- Present final drafts to the class community
    - Focuses on posture, eye contact, volume, and presenting
- Peer editing throughout writing process
    - Focuses on how to participate in a conversation by asking questions, setting revision goals, and navigating feedback

Listening:

- Small group discussions during class
    - Focuses on how to participate in a conversation by asking questions, actively listening, and extending upon peers

- Collective sharing of final drafts and analysis

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.

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:

- Accessing speech-to-text function on computer.
- Using visual presentations of all materials to include organizers, charts.
- Allowing students to set individual goals for writing/reading.
- Offering graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques.
- Offering oral assessments.
- Supplying study guide questions and access to class notes.
- Working in partnerships.
- Giving responses in a form (verbal or written) that is easier for the student.
- Using additional time to compete a task or project.
- Scaffolding by chunking material and texts.
- Individualizing reading choices based on ability and level .
- Providing frequent breaks.
- Using an alarm to help with time management.
- Assessing individually or in small groups.
- Marking text with a highlighter or other manipulative such as a post-it.
- Receiving help coordinating assignments.
- Modifying the length and quantity of assignments to fit individual.
- Differentiating roles in discussion groups.
- Using digital technology, eBooks, audio version of printed text.

- Creating alternate assignments or homework.
- Providing distinct steps in a process; elminate unnecessary steps, as needed.
- Using art, music, and film to convey alternate interpretation of literature and assessment.
- Managing executive function by scaffolding process and amending deadlines.
- Clarifying key terms and definitions at the beginning of the unit to create a shared vocabulary for analysis and evaluation.
- Encouraging students to self-advocate and use alternate methods of presenting information.
- Encouraging 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.