# LHS ELA 11 Unit 3

Content Area: Course(s):

ELA

Time Period:

MP3

Length: Status:

**Published** 

### **Unit Overview**

Theme: Two Ways of Thinking

Benchmark Text Focus: Literature

**Anchor Text:** The Rime of the Ancient Mariner

Writing Genre Focus: Argumentative

# Benchmark & Answer Key

## **Targeted ELA Standards**

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

| ELA.L.SS.11-12.1  | Demonstrate command of the system and structure of the English language when writing or speaking.  |
|-------------------|--|
| ELA.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.  |
| ELA.L.VL.11-12.3  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.  |
| ELA.L.VI.11-12.4  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.  |
| ELA.RL.CR.11-12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| ELA.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 interentially, as well as interpretations of the text.  |
|-------------------|--|
| ELA.RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.   |
| ELA.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.  |
| ELA.RL.IT.11-12.3 | Analyze the impact of the author's choices as they develop ideas throughout the text 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).  |
| ELA.RI.IT.11-12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.   |
| ELA.RL.TS.11-12.4 | Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.  |
| ELA.RI.TS.11-12.4 | Evaluate the author's choices concerning structure and 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.   |
| ELA.RL.PP.11-12.5 | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).  |
| ELA.RL.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 author's message).  |
| ELA.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.   |
| ELA.W.WP.11-12.4  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.11-12.7  | 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.   |
| ELA.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.   |
| ELA.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.  |
| ELA.SL.ES.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.  |
| ELA.SL.AS.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  |
|                   |  |

text says explicitly and inferentially, as well as interpretations of the text.

**Weekly Structure** 

| Day                           | y One                 | Day   | Two                   | Day                           | Three                 | Day I   | our                   | Da                            | y Five                | ve Day S                                      |                       |
|-------------------------------|-----------------------|---|-----------------------|-------------------------------|-----------------------|---|-----------------------|-------------------------------|-----------------------|---|-----------------------|
|                               | ading<br>ocus         | Reading                                       | Focus                 |                               | ading<br>ocus         | Reading Reading Reading I                     |                       | , Focus                       |                       |   |                       |
| Acti<br>vity                  | Sugge<br>sted<br>Time | Activity                                      | Sugge<br>sted<br>Time | Acti<br>vity                  | Sugge<br>sted<br>Time | Activity                                      | Sugge<br>sted<br>Time | Acti<br>vity                  | Sugge<br>sted<br>Time | Activity                                      | Sugge<br>sted<br>Time |
| Do<br>Now                     | 10<br>minute<br>s     | Mini-<br>lesson<br>review/r<br>ecap           | 10<br>minute<br>s     | Do<br>Now                     | 10<br>minute<br>s     | Mini-<br>lesson<br>review/r<br>ecap           | 10<br>minute<br>s     | Do<br>Now                     | 10<br>minute<br>s     | Mini-<br>lesson<br>review/r<br>ecap           | 10<br>minute<br>s     |
| Mini-<br>lesso<br>n (I<br>Do) | 20<br>minute<br>s     | Small<br>Group<br>Instructi<br>on (You<br>Do) | 30<br>minute<br>s     | Mini-<br>lesso<br>n (I<br>Do) | 20<br>minute<br>s     | Small<br>Group<br>Instructi<br>on (You<br>Do) | 30<br>minute<br>s     | Mini-<br>lesso<br>n (I<br>Do) |                       | Small<br>Group<br>Instructi<br>on (You<br>Do) | 30<br>minute<br>s     |
| Pract<br>ice<br>(We<br>Do)    | 17<br>minute<br>s     | Closure                                       | 7<br>minute<br>s      | Pract<br>ice<br>(We<br>Do)    | 17<br>minute<br>s     | Closure                                       | 7<br>minute<br>s      | Practice (We Do)              | 17<br>minute<br>s     | Closure                                       | 7<br>minute<br>s      |

| Day Seven                 |                   | Day E                                 | Day Eight         |                           | Day Nine          |                                       | Ten               |
|---------------------------|-------------------|---------------------------------------|-------------------|---------------------------|-------------------|---------------------------------------|-------------------|
|                           | Writi             | ng Focus                              |                   |                           | Writi             | ng Focus                              |                   |
| Activity                  | Suggested<br>Time | Activity                              | Suggested<br>Time | Activity                  | Suggested<br>Time | Activity                              | Suggested<br>Time |
| Do Now                    | 10 minutes        | Mini-lesson review/recap              | 10 minutes        | Do Now                    | 10 minutes        | Mini-lesson review/recap              | 10 minutes        |
| Mini-<br>lesson (I<br>Do) | 20 minutes        | Individual<br>Conferences<br>(You Do) | 30 minutes        | Mini-<br>lesson (I<br>Do) | 20 minutes        | Individual<br>Conferences<br>(You Do) | 30 minutes        |
| Practice (We Do)          | 17 minutes        | Closure                               | 7 minutes         | Practice<br>(We Do)       |                   | Closure                               | 7 minutes         |

#### Rationale

This unit on "The Rime of the Ancient Mariner" and the theme of duality is designed to equip students with critical thinking and analytical skills essential for navigating complex real-world issues. By examining how contrasting perspectives, moral dilemmas, and supernatural elements are portrayed in literature, students develop the ability to approach multifaceted problems with a nuanced perspective. The unit encourages them to reflect on personal experiences and societal challenges, fostering an understanding of how different viewpoints influence ethical decisions and personal growth. This preparatory approach not only enhances their literary analysis skills but also empowers them to engage thoughtfully with diverse perspectives and complex situations in their future academic and personal lives.

Students will demonstrate mastery of the standards and skills through a comprehensive benchmark and summative assessment focused on argumentative writing. The benchmark will assess their ability to formulate and support a clear, persuasive thesis, integrate relevant textual evidence, and address counterarguments effectively. The summative assessment will require students to write a well-structured argumentative essay that reflects their understanding of complex issues, uses persuasive language, and applies critical thinking. By showcasing their proficiency in crafting coherent arguments and engaging with multiple perspectives, students will illustrate their ability to apply argumentative writing skills to both academic and real-world contexts.

#### **Enduring Understandings**

#### **Content Specific**

#### 1. Concept of Dual Perspectives:

Understanding that literary texts often present multiple perspectives, which can represent different worldviews, values, and approaches to problem-solving. In *The Rime of the Ancient Mariner*, contrasting perspectives such as superstition versus scientific rationality are central to the narrative and its thematic exploration.

- 2. **Impact of Worldviews:** Recognizing how characters' divergent perspectives drive plot development and influence thematic elements. The Mariner's journey reflects a transformation from a narrow, self-centered view to a broader, more interconnected understanding of life, highlighting the influence of worldviews on personal growth and moral reckoning.
- 3. **Philosophical and Ethical Considerations:**Analyzing how different ways of thinking are not merely narrative devices but also vehicles for exploring deeper philosophical and ethical questions. For example, *The Rime of the Ancient Mariner* invites readers to consider the moral implications of actions, the role of nature in human affairs, and the search for redemption.
- 4. Cultural and Historical Contexts:

Examining how historical and cultural contexts shape the representation of dual perspectives in literature. Understanding how Coleridge's work reflects the tensions

# **Skills Specific**

- 1. **Argumentative Writing:** Developing arguments that analyze how contrasting viewpoints are represented in literature, using *The Rime of the Ancient Mariner* as a primary example. Crafting well-reasoned arguments that support claims with textual evidence and addressing counterarguments.
- 2. Analytical Reading: Accurately citing textual evidence to support comprehensive analyses of how dual perspectives are developed and refined over the course of the text. Examining how Coleridge's choices in narrative structure and character development reflect different ways of thinking.
- 3. **Textual Synthesis:** Integrating and synthesizing information from various parts of the text to create a nuanced understanding of how different perspectives influence the overall meaning. Exploring how the Mariner's journey illustrates the interplay between reason and imagination.
- 4. **Critical Evaluation:** Assessing the effectiveness of the author's choices regarding the presentation of contrasting viewpoints and their impact on the text's structure and meaning. Understanding how these choices contribute to the aesthetic and thematic depth of the work.
- 5. **Collaborative Discussions:** Engaging in discussions with peers to explore and debate the implications of dual perspectives in *The*

- between Enlightenment rationality and Romantic idealism prevalent in his time.
- 5. Reader Engagement: Engaging with the text on a level that encourages readers to reflect on their own perspectives and consider how different ways of thinking affect their understanding of the world. The Mariner's experiences prompt readers to question their own beliefs and attitudes towards nature and morality.
- Rime of the Ancient Mariner. Building on others' ideas and articulating one's own insights clearly and persuasively.
- 6. Adaptation of Ideas: Adapting and applying different ways of thinking to various contexts and tasks, demonstrating an understanding of formal English and sophisticated argumentation as needed.

## **Essential Questions**

## **Content Specific**

- How does "The Rime of the Ancient Mariner" illustrate the concept of duality in human experiences and perceptions, and what does this reveal about the nature of storytelling?
- How do different narrative voices and shifts in perspective within "The Rime of the Ancient Mariner" affect the reliability and impact of the mariner's tale?
- What role does perspective play in shaping our understanding of morality and ethics, and how can different viewpoints influence your personal values?
- How do the emotional responses elicited by Coleridge's language and imagery in the poem compare to the ways you respond emotionally to literature, media, or personal experiences?
- How do the supernatural elements in "The Rime of the Ancient Mariner" symbolize the unknown or uncontrollable aspects of life, and how do you deal with these elements in your own life?
- How can the mariner's journey toward redemption inspire you to approach personal mistakes and failures with a growth mindset and resilience?

# **Skills Specific**

- How can we use textual evidence to support an argument about the themes in "The Rime of the Ancient Mariner"?
- How can we effectively anticipate and address counterarguments to reinforce the credibility and persuasiveness of our own arguments?
- How can collaborative discussions enhance our understanding of the different perspectives presented in the poem?
- How can we use persuasive language and rhetorical techniques to enhance the effectiveness of our arguments and engage our audience?
- What are the best practices for organizing and structuring an argumentative essay to ensure logical flow and coherence throughout?

#### **Key Resources**

## Reading:

The Rime of the Ancient Mariner by Samuel Taylor Coleridge

#### Writing:

- Literary Essay Building a Thesis Statement Graphic Organizer
- Analyzing a Literary Essay
- Exemplars & Non-Exemplars
- Grades 9-12 Argumentative Essay Rubric
- How to Write a Perfect 3-Point Thesis Statement

# **Supplementary Resources**

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

# Skills, Content, Activity, Assessment

# **Pacing Overview**

Weeks 1-2: pre-assessments, introduction & Part I

Weeks 3-4: Parts II & III Weeks 5-6: Parts IV & V Weeks 7-8: Parts VI & VII

Weeks 9: final essays & benchmark

| Mon<br>th | Wee Standard<br>ks s | Suggest<br>ed<br>Learnin | Mini-Lesson<br>Skills | Suggested<br>Student<br>Centered<br>Activities | Resour<br>ces | Assessment |
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|          |     |   | g<br>Targets   |  |  |   |
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| February | 1-2 | L.VL.11– 12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.11– 12.4. Demonstrat e understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.  RL.CR.11– 12.1. | SWBAT demonstrate their knowledge of reading a fictional text by taking a preassessment.  SWBAT demonstrate their knowledge of argument ative essay writing by taking a preassessment. | <ul> <li>Reading         Pre-         assessment</li> <li>Writing         Pre-         assessment</li> </ul> |  | <ul> <li>LinkIt! pre- assessmen t - reading</li> <li>Argument ative essay writing pre- assessmen t</li> </ul> |

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| and            | the        |               | Workshop      | Ancient          | Reading       |
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| with peers     | historical | and                           |               | Mariner -           |  |
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| develop        | Ancient    | and                           |               | <u>tative</u>       |  |
| ideas          | Mariner    | hist                          |               | Essay               |  |
| throughout     | and        | oric                          |               | Rubri               |  |
| the text       | analyze    | al                            |               |                     |  |
| regarding      | how its    | infl                          |               |                     |  |
| how to         | form       | uen                           |               |                     |  |
| develop and    | contribute | ces.                          |               |                     |  |
| relate         | s to the   |                               |               |                     |  |
| elements of    | developm   | • Review                      |               |                     |  |
| a story or     | ent of     | overall                       |               |                     |  |
| drama (e.g.,   | themes     | poem                          |               |                     |  |
| where a        | and        | structure                     |               |                     |  |
| story is set,  | meaning    | RL.TS.11-                     |               |                     |  |
| how the        | throughou  | 12.4                          |               |                     |  |
| action is      | t the      |                               |               |                     |  |
| ordered,       | poem.      | Read and annotate             |               |                     |  |
| how the        | _          | Part I, focusing on           |               |                     |  |
| characters     |            | imagery and mood              |               |                     |  |
| are            |            |                               |               |                     |  |
|                | SWBAT      | • Evaluate                    |               |                     |  |
| <br>           |            |                               |               |                     |  |

|       | introduced    | evaluate        | the impact                 |  |  |
|-------|---------------|-----------------|----------------------------|--|--|
|       | and           | the             | of narrative               |  |  |
|       | developed).   | impact of       | choices on                 |  |  |
|       | 1 /           | narrative       | meaning                    |  |  |
|       |               | choices         | RL.IT.11-                  |  |  |
|       |               | on              | 12.3                       |  |  |
|       | RL.TS.11-     | meaning         | 12.5                       |  |  |
|       | 12.4.         | incaming        | Guiding questions:         |  |  |
|       | Evaluate the  |                 | Garaing questions.         |  |  |
| 1 1 1 | author's      |                 | • What is the              |  |  |
|       | choices       | SWBAT           | effect of the              |  |  |
| 1 1 1 | concerning    | examine         |                            |  |  |
| 1 1 1 | the structure | the             | opening                    |  |  |
|       | and the       |                 | setting?                   |  |  |
|       |               | impact of       |                            |  |  |
|       | effectivenes  | an              | • How does                 |  |  |
|       | s of specific | author's        | Coleridge                  |  |  |
| 1 1 1 | parts of a    | use of a        | use                        |  |  |
|       | text (e.g.,   | frame           | language to                |  |  |
| 1 1 1 | the choice    | narrative.      | establish                  |  |  |
|       | of where to   |                 | mood and                   |  |  |
|       | begin or end  |                 | tension?                   |  |  |
|       | a story, the  |                 |                            |  |  |
|       | choice to     | SWBAT           | <ul><li>What can</li></ul> |  |  |
|       | provide a     | identify        | we infer                   |  |  |
| 1 1 1 | comedic or    | the             | about the                  |  |  |
| 1 1 1 | tragic        | characteri      | Mariner's                  |  |  |
| 1 1 1 | resolution)   | stics of an     | character                  |  |  |
| 1 1 1 | and how       | argument        | from his                   |  |  |
| 1 1 1 | they          | ative           | interaction                |  |  |
|       | contribute to | essay.          | with the                   |  |  |
| 1 1 1 | its overall   |                 | Wedding                    |  |  |
|       |               |                 | Guest?                     |  |  |
| 1 1 1 | structure     |                 | Guest                      |  |  |
| 1 1 1 | and .         | SWBAT           | Text Structure:            |  |  |
|       | meaning, as   | analyze         |                            |  |  |
| 1 1 1 | well as its   | the             | Frame Narratives           |  |  |
|       | aesthetic     | argument        | ъ.                         |  |  |
|       | impact.       | ative           | • Discuss                  |  |  |
|       |               |                 | how the                    |  |  |
|       |               | writing rubric. | story within               |  |  |
|       |               | rubric.         | a story                    |  |  |
| 1 1 1 | W.AW.11-      |                 | structure                  |  |  |
|       | 12.1. Write   |                 | affects                    |  |  |
|       | arguments     |                 | meaning.                   |  |  |
| 1 1 1 | to support    |                 |                            |  |  |
|       | claims in an  |                 | Writing Mini-              |  |  |
| 1 1 1 | analysis of   |                 | lessons:                   |  |  |
|       | substantive   |                 |                            |  |  |
| 1 1 1 | topics or     |                 | • Characterist             |  |  |
| 1 1 1 | texts, using  |                 | ics of                     |  |  |
| 1 1 1 | valid         |                 | argumentati                |  |  |
| 1 1 1 |               |                 | ve essay                   |  |  |
|       | reasoning     |                 | , cossuy                   |  |  |
|       | and relevant  |                 |                            |  |  |

| and          |               | writing.                                |                      |                   |                      |
|--------------|---------------|---|----------------------|-------------------|----------------------|
| sufficier    | nt            | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |                      |                   |                      |
| evidence     |               | • Review the                            |                      |                   |                      |
|              |               | argumentati                             |                      |                   |                      |
|              |               | ve essay                                |                      |                   |                      |
|              |               | rubric.                                 |                      |                   |                      |
|              |               |   |                      |                   |                      |
| SL.PE.1      | 1- SWBAT      | Reading Mini-                           | LHS ELA              |                   |                      |
| 12.1. Ini    |               | lessons:                                | <u>Instructional</u> |                   |                      |
| and          | and           |   | Workshop             |                   |                      |
| participa    |               |   | <u>Model</u>         |                   |                      |
| effective    | ely the       |   | Suggested            |                   |                      |
| in a rang    |               | Read and annotate                       | Activities/Gr        |                   |                      |
| collabor     | rativ meaning | Part II                                 | <u>oups</u>          |                   |                      |
| e e          | of key        |   |                      |                   |                      |
| discussion   | ons elements  | • Analyzing                             |                      |                   |                      |
| one-on-      | in a text.    | Symbolism                               | G: I1                |                   |                      |
| one, in      |               | RL.CI.11-                               | Station Ideas:       | Exemplar          |                      |
| groups,      |               | 12.2                                    |                      | s & Non-          |                      |
| teacher-     | /             | o Iden                                  |                      | Exemplar          |                      |
| with pee     |               | tify                                    | Symbolism            |                   |                      |
| on grade     |               | the                                     | Exploration          | <u>S</u>          |                      |
| 11–12        | and           |   | 2                    |                   |                      |
| topics, to   |               | sym<br>boli                             | Small                |                   |                      |
| and issu     | .   -         | c                                       | Group                | How to            |                      |
| building     |               | mea                                     | Activity:            | Write a           |                      |
| others' i    |               | ning                                    | Each group is        | Perfect 3-        | I IIC Cussesses d    |
| and and      | effect on     | of                                      | assigned a           | <u>Point</u>      | LHS Suggested        |
| 3-4 expressi | -             | key                                     | key symbol           | <u>Thesis</u>     | Formative<br>Reading |
| their ow     |               | ele                                     | from Part II         | Statement         | Assessments          |
| clearly a    |               | men                                     | and presents         |                   | Assessments          |
| persuasi     | very          | ts,                                     | their findings       |                   |                      |
| '            | SWBAT         | such                                    | with evidence        | T :4              |                      |
|              | develop       | as                                      | from the text.       | <u>Literary</u>   |                      |
|              | arguments     | the                                     |                      | Essay -           |                      |
| L.VI.11      | 1 -           | sun,                                    | • The                | Building a Thesis |                      |
| 12.4.        | text,         | the                                     | Sun &                | Statement         |                      |
| Demons       |               | sea,                                    | the                  | Graphic Graphic   |                      |
| e            | textual       | and                                     | Moon                 | Organizer         |                      |
| understa     | andi evidence | the                                     |                      | Organizel         |                      |
| ng of        | to support    | ship'                                   | <u> </u>             |                   |                      |
| figurativ    | 1             | s                                       | What                 |                   |                      |
| language     |               | still                                   | do                   |                   |                      |
| word         | theme         | ness                                    | they                 |                   |                      |
| relations    | ship developm |   | symbo                |                   |                      |
| s, and       | ent.          |   | lize in              |                   |                      |
| nuances      | in            | o Disc                                  | the                  |                   |                      |
| word         |               | uss                                     | Marin                |                   |                      |
| meaning      |               | how                                     | er's                 |                   |                      |
| includin     | SWBAT         | the                                     | journe               |                   |                      |

| ı             |             |                                    |                | I |
|---------------|-------------|------------------------------------|----------------|---|
| connotative   | analyze     | alba                               | y?             |   |
| meanings.     | an          | tros                               |                |   |
|               | argument    | s's                                | • The          |   |
|               | ative       | deat                               | Still          |   |
|               | exemplar    | h                                  | Ocean          |   |
| RL.CR.11-     | by using    | affe                               | <b>@</b> –     |   |
| 12.1.         | the rubric. | cts                                | How            |   |
| Accurately    |             | the                                | does           |   |
| cite strong   |             | Mar                                | this           |   |
| and           |             | iner                               | setting        |   |
| thorough      | SWBAT       | and                                | contri         |   |
| textual       | write an    | his                                | bute           |   |
| evidence      | argument    | cre                                | to the         |   |
| and make      | on a topic  | w.                                 | Marin          |   |
| relevant      | by          |                                    | er's           |   |
| connections   | formulati   | <ul> <li>Interpreting</li> </ul>   | isolati        |   |
| to strongly   | ng a clear  | Figurative                         | on?            |   |
| support a     | thesis.     | Language                           |                |   |
| comprehens    |             | & Mood                             | • The          |   |
| ive analysis  |             | L.VI.11-                           | Albatr         |   |
| of multiple   |             | 12.4                               | oss's          |   |
| aspects of    |             |                                    | Absen          |   |
| what a        |             | o Iden                             | ce             |   |
| literary text |             | tify                               |                |   |
| says          |             | and                                |                |   |
| explicitly    |             | inter                              | What           |   |
| and           |             | pret                               | chang          |   |
| inferentially |             | pers                               | es             |   |
| , as well as  |             | onif                               | occur          |   |
| interpretatio |             | icati                              | after          |   |
| ns of the     |             | on,                                | its            |   |
| text; this    |             | allit                              | death?         |   |
| may include   |             | erati                              |                |   |
| determining   |             | on,                                | Writing in     |   |
| where the     |             | and                                | Response to    |   |
| text leaves   |             | ima                                | Reading:       |   |
| matters       |             | gery                               | _              |   |
| uncertain.    |             | that                               | How does       |   |
|               |             | buil                               | Part II        |   |
|               |             | d                                  | develop the    |   |
| RL.CI.11–     |             | the                                | Mariner's      |   |
| 12.2.         |             | supe                               | sense of guilt |   |
| Determine     |             | rnat                               | and            |   |
| two or more   |             | ural                               | suffering?     |   |
| themes of a   |             | atm                                |                |   |
| literary text |             | osp                                |                |   |
| and analyze   |             | here                               |                |   |
| how they      |             | •                                  |                |   |
| are           |             | o Eva                              |                |   |
| developed     |             | <ul><li>Exp</li><li>lore</li></ul> |                |   |
| and refined   |             | 1016                               |                |   |
|               |             |                                    |                |   |

| over the     | how                            |  |  |
|--------------|--------------------------------|--|--|
| course of    | sou                            |  |  |
| the text,    | nd                             |  |  |
| including    | devi                           |  |  |
| how they     | ces                            |  |  |
| interact and | (e.g.                          |  |  |
| build on one | ,                              |  |  |
| another to   | repe                           |  |  |
| produce a    | titio                          |  |  |
| complex      | n,                             |  |  |
| account or   | asso                           |  |  |
| analysis;    | nan                            |  |  |
| provide an   | ce)                            |  |  |
| objective    | rein                           |  |  |
| summary of   | forc                           |  |  |
| the text.    | e                              |  |  |
|              | the                            |  |  |
|              | moo                            |  |  |
|              | d of                           |  |  |
| W.AW.11-     | desp                           |  |  |
| 12.1. Write  | air                            |  |  |
| arguments    | and                            |  |  |
| to support   | isol                           |  |  |
| claims in an | atio                           |  |  |
| analysis of  | n.                             |  |  |
| substantive  |                                |  |  |
| topics or    | <ul> <li>Supporting</li> </ul> |  |  |
| texts, using | Claims with                    |  |  |
| valid        | Textual                        |  |  |
| reasoning    | Evidence                       |  |  |
| and relevant | RL.CR.11-                      |  |  |
| and          | 12.1                           |  |  |
| sufficient   |                                |  |  |
| evidence.    | o Dev                          |  |  |
|              | elop                           |  |  |
|              | argu                           |  |  |
|              | men                            |  |  |
|              | ts                             |  |  |
|              | abo                            |  |  |
|              | ut                             |  |  |
|              | the                            |  |  |
|              | Mar                            |  |  |
|              | iner                           |  |  |
|              | 's                             |  |  |
|              | gro                            |  |  |
|              | win                            |  |  |
|              |                                |  |  |
|              | g<br>inter                     |  |  |
|              | nal                            |  |  |
|              | conf                           |  |  |
|              | lict                           |  |  |
|              |                                |  |  |

| <br>1          |            |                           | ı                       |                     |
|----------------|------------|---------------------------|-------------------------|---------------------|
|                |            | and                       |                         |                     |
|                |            | his                       |                         |                     |
|                |            | cre                       |                         |                     |
|                |            | w's                       |                         |                     |
|                |            | reac                      |                         |                     |
|                |            | tion.                     |                         |                     |
|                |            |                           |                         |                     |
|                |            | o Cite                    |                         |                     |
|                |            | text                      |                         |                     |
|                |            | ual                       |                         |                     |
|                |            | evid                      |                         |                     |
|                |            | ence                      |                         |                     |
|                |            | to                        |                         |                     |
|                |            | sup                       |                         |                     |
|                |            | port                      |                         |                     |
|                |            | infe                      |                         |                     |
|                |            | renc                      |                         |                     |
|                |            | es                        |                         |                     |
|                |            | abo                       |                         |                     |
|                |            | ut                        |                         |                     |
|                |            | the                       |                         |                     |
|                |            | me                        |                         |                     |
|                |            | dev                       |                         |                     |
|                |            | elop                      |                         |                     |
|                |            | men                       |                         |                     |
|                |            | t.                        |                         |                     |
|                |            | Writing Mini-             |                         |                     |
|                |            | lessons:                  |                         |                     |
|                |            | icssons.                  |                         |                     |
|                |            | • Review                  |                         |                     |
|                |            | argumentati               |                         |                     |
|                |            | ve                        |                         |                     |
|                |            | exemplar                  |                         |                     |
|                |            | 1                         |                         |                     |
|                |            | • Formulatin              |                         |                     |
|                |            | g a clear                 |                         |                     |
|                |            | thesis                    |                         |                     |
|                |            |                           |                         |                     |
| SL.PE.11-      | SWBAT      | Dandina Mini              | LUCEL A                 |                     |
| 12.1. Initiate |            | Reading Mini-<br>lessons: | LHS ELA                 |                     |
| and            | the        | iessons.                  | Instructional Workshop  |                     |
| participate    | relationsh |                           | Workshop<br>Model       |                     |
| effectively    | ip         |                           | Model<br>Suggested      | LHS Suggested       |
| in a range of  | between    | Read and annotate         | Suggested Activities/Gr | Formative Formative |
| collaborativ   | characters | Part III                  | Activities/Gr           | Reading             |
| e              | and        |                           | <u>oups</u>             | Assessments         |
| discussions    | elements   | Analyze the               |                         | 120000011101110     |
| (one-on-       | in a text. | relationship              |                         |                     |
| one, in        |            | between the               | Station Ideas:          |                     |
| groups, and    |            | Mariner                   |                         |                     |
| 6F2, and       |            |                           | <u> </u>                |                     |

| teacher-led)   | axx         | and                       |             |  |
|----------------|-------------|---------------------------|-------------|--|
| with peers     | SWBAT       | supernatura               |             |  |
| on grades      | analyze     | 1 elements                | Writing in  |  |
| 11–12          | various     | RL.IT.11-                 | Response to |  |
| topics, texts, | themes in   | 12.3                      | Reading:    |  |
| and issues,    | a text and  |                           | Does the    |  |
| building on    | how they    | o Exa                     | Mariner     |  |
| others' ideas  | interact    | min                       | deserve his |  |
| and            | and build   | e                         | punishment? |  |
| expressing     | on one      | the                       | Why or why  |  |
| their own      | another.    | role                      | not?        |  |
| clearly and    |             | of                        |             |  |
| persuasively   |             | the                       |             |  |
| .              |             | gho                       |             |  |
|                | SWBAT       | stly                      | Creative    |  |
|                | evaluate    | ship                      | Writing:    |  |
|                | how an      | and                       | Internal    |  |
| RL.CI.11-      | author's    | its                       | Monologue   |  |
| 12.2.          | literary    | cre                       |             |  |
| Determine      | choices,    | W                         | • Stude     |  |
| two or more    | including   | (De                       | nts         |  |
| themes of a    | structure,  | ath                       | write       |  |
| literary text  | symbolis    | and                       | a first-    |  |
| and analyze    | m, and      | Life                      | person      |  |
| how they       | narrative   | -in-                      | reflect     |  |
| are            | perspectiv  | Dea                       | ion         |  |
| developed      | e, shape    | th).                      | from        |  |
| and refined    | the         | ).                        | the         |  |
| over the       | developm    | о Ехр                     | Marin       |  |
| course of      | ent of      | lore                      | er's        |  |
| the text,      | themes      | how                       | perspe      |  |
| including      | and the     | the                       | ctive       |  |
| how they       | overall     | supe                      | after       |  |
| interact and   | meaning     | rnat                      | his         |  |
| build on one   | of a text.  | ural                      | crew        |  |
| another to     |             | forc                      | mates       |  |
| produce a      |             | es                        | die.        |  |
| complex        |             | driv                      |             |  |
| account or     | SWBAT       | e                         |             |  |
| analysis;      | introduce   | the                       |             |  |
| provide an     | a           | Mar                       |             |  |
| objective      | topic/thesi | iner                      |             |  |
| summary of     | s clearly   | 's                        |             |  |
| the text.      | by          | fate.                     |             |  |
|                | organizin   |                           |             |  |
|                | g ideas in  | <ul><li>Analyze</li></ul> |             |  |
|                | a logical   | themes of                 |             |  |
| RL.IT.11-      | way.        | guilt,                    |             |  |
| 12.3.          |             | redemption,               |             |  |
| Analyze the    |             | and                       |             |  |
| impact of      | CWDAT       | suffering                 |             |  |
| the author's   | SWBAT       |                           |             |  |
| <br>           |             |                           |             |  |

| choices as    | develop a   | RL.CI.11-   |  |  |
|---------------|-------------|-------------|--|--|
| they          | topic/thesi | 12.2        |  |  |
| develop       | s by        |             |  |  |
| ideas         | including   | o Eval      |  |  |
| throughout    | relevant    | uate        |  |  |
| the text      | facts,      | how         |  |  |
| regarding     | definition  | the         |  |  |
| how to        | s,          | Mar         |  |  |
| develop and   | concrete    | iner        |  |  |
| relate        | details,    | 's          |  |  |
| elements of   | quotations  | puni        |  |  |
| a story or    | , and       | shm         |  |  |
| drama (e.g.,  | examples    | ent         |  |  |
| where a       | to support  | refle       |  |  |
| story is set, | their       | cts         |  |  |
| how the       | ideas.      | the         |  |  |
| action is     | 1446.       | cons        |  |  |
| ordered,      |             | equ         |  |  |
| how the       |             | ence        |  |  |
| characters    |             | s of        |  |  |
| are           |             | his         |  |  |
| introduced    |             | acti        |  |  |
| and           |             | ons.        |  |  |
| developed).   |             |             |  |  |
| developed).   |             | o Disc      |  |  |
|               |             | uss         |  |  |
|               |             | the         |  |  |
| RL.PP.11-     |             | cont        |  |  |
| 12.5.         |             | rast        |  |  |
| Evaluate      |             | bet         |  |  |
| perspectives  |             | wee         |  |  |
| /lenses from  |             | n           |  |  |
| two or more   |             | phy         |  |  |
| texts on      |             | sical       |  |  |
| related       |             | suff        |  |  |
| topics and    |             | erin        |  |  |
| justify the   |             | g           |  |  |
| more cogent   |             | and         |  |  |
| viewpoint     |             | spiri       |  |  |
| (e.g.,        |             | tual        |  |  |
| different     |             | tor         |  |  |
| accounts of   |             | men         |  |  |
| the same      |             | t.          |  |  |
| event or      |             |             |  |  |
| issue, use of |             | • Evaluate  |  |  |
| different     |             | how         |  |  |
| media or      |             | Coleridge's |  |  |
| formats).     |             | literary    |  |  |
|               |             | choices     |  |  |
|               |             | shape the   |  |  |
|               |             | poem's      |  |  |
| W.AW.11–      |             | •           |  |  |
| <br>          |             |             |  |  |

| <br>         |               |  |
|--------------|---------------|--|
| 12.1. Write  | developme     |  |
| 1            | nt            |  |
| arguments    | RL.PP.11-     |  |
| to support   |               |  |
| claims in an | 12.5          |  |
| analysis of  |               |  |
| substantive  | o Iden        |  |
| topics or    | tify          |  |
| texts, using | shift         |  |
| valid        | s in          |  |
| reasoning    | tone          |  |
| and relevant | and           |  |
|              | their         |  |
| and          |               |  |
| sufficient   | effe          |  |
| evidence.    | ct            |  |
|              | on            |  |
|              | mea           |  |
|              | ning          |  |
|              |               |  |
|              |               |  |
|              | o Ass         |  |
|              | ess           |  |
|              | Col           |  |
|              |               |  |
|              | erid          |  |
|              | ge's          |  |
|              | use           |  |
|              | of            |  |
|              | repe          |  |
|              | titio         |  |
|              | n             |  |
|              | and           |  |
|              | ima           |  |
|              |               |  |
|              | gery          |  |
|              | to            |  |
|              | emp           |  |
|              | hasi          |  |
|              | ze            |  |
|              | key           |  |
|              | idea          |  |
|              | S.            |  |
|              | 5.            |  |
|              | Writing Mini  |  |
|              | Writing Mini- |  |
|              | lessons:      |  |
|              |               |  |
|              | Introduce     |  |
|              | the topic     |  |
|              | clearly and   |  |
|              | engage the    |  |
|              | reader        |  |
|              |               |  |
|              | Organizing    |  |
|              | rossons and   |  |
|              | reasons and   |  |
|              | evidence      |  |
| <br>         |               |  |

|           |     |  |  | logically to support claims  • Evaluation and selection of credible sources.  |  |   |
|-----------|-----|--|--|---|--|---|
| Marc<br>h | 1-2 | 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 .  RL.CI.11– 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the | SWBAT analyze the developm ent of themes in a text.  SWBAT examine the transform ation of characters and analyze how an author uses his inner conflict to drive the narrative and shape the poem's themes.  SWBAT explore how shifts in tone and mood throughou t a text contribute to | Reading Minilessons:  Read and annotate Part IV  Theme Developme nt RL.CI.11-12.2:  Analyze how Coleridge develops the themes of guilt, redemption, and isolation in Part IV.  Character Developme nt & Perspective RL.IT.11-12.3: Examine the transformat ion of the Mariner and how Coleridge uses his inner conflict to drive the narrative.  Tone & | LHS ELA Instructional Workshop Model Suggested Activities/Gr oups  Station Ideas:  Small group task: Each group analyzes a different theme (guilt, redemption, isolation, transformatio n). Groups then create a visual representation (e.g., graphic organizer, one-pager) connecting textual evidence to their theme.  Students rewrite a passage from Part IV in prose, maintaining | LHS Suggested Formative Reading Assessments |

| course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.  RL.IT.11—12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11—12.4. | swbat evaluate the impact of an author's use of imagery, symbolis m, and repetition in a text.  Swbat develop a topic by including relevant facts, definition s, concrete details, quotations , and examples to support their ideas. | Mood RL.TS.11-12.4: Explore how shifts in tone and mood contribute to meaning and reflect the Mariner's emotional journey.  • Author's Literary Choices RL.PP.11-12.5: Evaluate the impact of Coleridge's use of imagery, symbolism, and repetition in conveying the Mariner's suffering and realization.  Writing Minilessons:  • Identificati on and integration of relevant and accurate data and evidence.  • Quoting and citing textual | the tone and meaning but altering the form.  Writing in Response to Reading: Literary analysis paragraph: How does Part IV serve as a pivotal moment in the Mariner's journey? |  |
|--|--|--|--|--|

|               |              | <br> |  |
|---------------|--------------|------|--|
| Evaluate the  | evidence     |      |  |
| author's      |              |      |  |
| choices       | • The        |      |  |
| concerning    | relationship |      |  |
| the structure | between      |      |  |
| and the       | claims,      |      |  |
| effectivenes  | evidence,    |      |  |
| s of specific | and          |      |  |
| parts of a    | reasoning    |      |  |
|               | reasoning    |      |  |
| text (e.g.,   |              |      |  |
| the choice    |              |      |  |
| of where to   |              |      |  |
| begin or end  |              |      |  |
| a story, the  |              |      |  |
| choice to     |              |      |  |
| provide a     |              |      |  |
| comedic or    |              |      |  |
| tragic        |              |      |  |
| resolution)   |              |      |  |
| and how       |              |      |  |
| they          |              |      |  |
| contribute to |              |      |  |
| its overall   |              |      |  |
| structure     |              |      |  |
|               |              |      |  |
| and .         |              |      |  |
| meaning, as   |              |      |  |
| well as its   |              |      |  |
| aesthetic     |              |      |  |
| impact.       |              |      |  |
|               |              |      |  |
|               |              |      |  |
|               |              |      |  |
| RL.PP.11-     |              |      |  |
| 12.5.         |              |      |  |
| Evaluate      |              |      |  |
| perspectives  |              |      |  |
| /lenses from  |              |      |  |
| two or more   |              |      |  |
| texts on      |              |      |  |
| related       |              |      |  |
| topics and    |              |      |  |
| justify the   |              |      |  |
| more cogent   |              |      |  |
|               |              |      |  |
| viewpoint     |              |      |  |
| (e.g.,        |              |      |  |
| different     |              |      |  |
| accounts of   |              |      |  |
| the same      |              |      |  |
| event or      |              |      |  |
| issue, use of |              |      |  |
| different     |              |      |  |
|               |              |      |  |

| media or formats).  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  SL.PE.11– 12.1. Initiate and participate                                   | SWBAT identify key lines   | Reading Mini-<br>lessons:  | LHS ELA Instructional Workshop Model   |   |
|--|--|--|--|---|
| participate effectively in a range of collaborative ediscussions (one-onone, 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.  L.VI.11–12.4. | in a text where the tone and mood change, and justify their interpretat ions with evidence from the text using a Tone and Mood Tracker.  SWBAT identify and interpret figurative language. | Read and annotate Part V  • Tone and Mood: Students complete a Tone and Mood Tracker, identifying key lines where the mood changes and justifying their interpretati ons with evidence. RL.TS.11- 12.4  • Identify and interpret | Model Suggested Activities/Gr oups  Station Ideas:  Short Response Writing: How Does Coleridge Use Figurative Language to Shape the Mariner's Journey? Compose a short written response analyzing how one literary | LHS Suggested Formative Reading Assessments |

|     | RL.PP.11– 12.5. Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).  W.AW.11– 12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid | presented.  |   |   |   |
|-----|---|---|---|---|---|
|     | valid reasoning and relevant and sufficient evidence.   |   |   |   |   |
| 3-4 | SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e discussions (one-on-one, in   | SWBAT examine how an author's shifts in tone throughou t a text reflect a change in | Reading Minilessons:  Read and annotate Part VI  Tone & Mood Analysis | LHS ELA Instructional Workshop Model Suggested Activities/Gr oups | LHS Suggested Formative Reading Assessments |

|  | groups, and    | character.  | RL.TS.11-             | Station Ideas: |  |
|--|----------------|-------------|-----------------------|----------------|--|
|  | teacher-led)   |             | 12.4:                 |                |  |
|  | with peers     |             | Examine               |                |  |
|  | on grades      | SWBAT       | how                   | Connection to  |  |
|  | 11–12          |             | Coleridge's           |                |  |
|  | topics, texts, | identify    | shifts in             | modern         |  |
|  | and issues,    | and         | tone reflect          | literature:    |  |
|  | building on    | analyze     | the                   | Where else     |  |
|  | others' ideas  | an          | Mariner's             | do we see      |  |
|  | and            | author's    | emotional             | supernatural   |  |
|  | expressing     | use of      | and                   | forces         |  |
|  | their own      | personific  | spiritual             | deciding       |  |
|  | clearly and    | ation,      | transformat           | human fate?    |  |
|  | persuasively   | imagery,    | ion.                  |                |  |
|  |                | repetition, |                       |                |  |
|  |                | and sound   | • Figurative          |                |  |
|  |                | devices.    | Language              |                |  |
|  |                |             | & Poetic              |                |  |
|  | L.VI.11-       |             | Devices               |                |  |
|  | 12.4.          |             | L.VI.11-              |                |  |
|  | Demonstrat     | SWBAT       | 12.4:                 |                |  |
|  | e              | evaluate    | Identify and          |                |  |
|  | understandi    | how part    | analyze               |                |  |
|  | ng of          | of a text   | Coleridge's           |                |  |
|  | figurative     | contribute  | use of                |                |  |
|  | language,      | s to the    | personificat          |                |  |
|  | word           | it's        | ion,                  |                |  |
|  | relationship   | overarchi   | imagery,              |                |  |
|  | s, and         | ng          | repetition,           |                |  |
|  | nuances in     | themes.     | and sound             |                |  |
|  | word           |             | devices.              |                |  |
|  | meanings,      |             | devices.              |                |  |
|  | including      |             | Symbolism             |                |  |
|  | connotative    | SWBAT       | & Theme               |                |  |
|  | meanings.      | use         | Developme             |                |  |
|  | 8              | appropriat  | nt                    |                |  |
|  |                | e           | RL.CI.11-             |                |  |
|  |                | transitions | 12.2:                 |                |  |
|  | RL.CI.11-      | to create   | Evaluate              |                |  |
|  | 12.2.          | cohesion    | how Part              |                |  |
|  | Determine      | and         | VI                    |                |  |
|  | two or more    | clarify the | contributes           |                |  |
|  | themes of a    | relationsh  | to the                |                |  |
|  | literary text  | ips among   | poem's                |                |  |
|  | and analyze    | ideas and   | _                     |                |  |
|  | how they       | concepts    | overarching themes of |                |  |
|  | are            | within      |                       |                |  |
|  | developed      | their       | penance,              |                |  |
|  | and refined    | writing.    | supernatura           |                |  |
|  | over the       |             | int                   |                |  |
|  | course of      |             | intervention          |                |  |
|  | the text,      |             | , and                 |                |  |
|  | ,              |             |                       |                |  |

| including how they        | SWBAT             | redemption.               |  |  |
|---------------------------|-------------------|---------------------------|--|--|
| interact and              | establish and     | Writing Mini-<br>lessons: |  |  |
| build on one another to   | maintain          | lessons.                  |  |  |
| produce a                 | a formal,         | • Using                   |  |  |
| complex                   | academic style in | transitional words,       |  |  |
| account or analysis;      | their             | phrases,                  |  |  |
| provide an                | writing to        | and clauses               |  |  |
| objective                 | match the         | to create                 |  |  |
| summary of the text.      | purpose<br>and    | cohesion.                 |  |  |
| the text.                 | audience.         | • Use of                  |  |  |
|                           |                   | formal                    |  |  |
| RL.TS.11-                 |                   | language and tone in      |  |  |
| 12.4.                     |                   | writing.                  |  |  |
| Evaluate the author's     |                   |                           |  |  |
| choices                   |                   |                           |  |  |
| concerning                |                   |                           |  |  |
| the structure and the     |                   |                           |  |  |
| effectivenes              |                   |                           |  |  |
| s of specific             |                   |                           |  |  |
| parts of a                |                   |                           |  |  |
| text (e.g.,<br>the choice |                   |                           |  |  |
| of where to               |                   |                           |  |  |
| begin or end              |                   |                           |  |  |
| a story, the choice to    |                   |                           |  |  |
| provide a                 |                   |                           |  |  |
| comedic or                |                   |                           |  |  |
| tragic resolution)        |                   |                           |  |  |
| and how                   |                   |                           |  |  |
| they contribute to        |                   |                           |  |  |
| its overall               |                   |                           |  |  |
| structure                 |                   |                           |  |  |
| and                       |                   |                           |  |  |
| meaning, as well as its   |                   |                           |  |  |
| aesthetic                 |                   |                           |  |  |
| impact.                   |                   |                           |  |  |
|                           |                   |                           |  |  |
| W.AW.11-                  |                   |                           |  |  |
| 12.1. Write               |                   |                           |  |  |
|                           |                   |                           |  |  |

| argumer to suppor claims in analysis substant topics of texts, us valid reasoning and released and sufficient evidence.  SL.PE.1 12.1. Initiated participate effective in a range collabor.  | ort n an of ive ing g want  tt e.  SWBAT evaluate an author's structural ge of choices   | Reading Mini-<br>lessons:  Read and annotate Part VII   | LHS ELA Instructional Workshop Model Suggested   |   |
|--|--|---|--|---|
| e discussion (one-on-one, in groups, teacher-with peer on grade 11–12 topics, to and issurbuilding others' is and expression their own clearly apersuasion.  RL.CI.1 12.2. Determine two or not themes of literary to and analy how they are | analyze how these choices enhance the led) overall meaning of the poem.  exts, es, on deas SWBAT develop and strengthen their writing by editing with guidance from 1- peers and adults by examinin nore of a grammar. | <ul> <li>Structural Analysis: Evaluate Coleridge's structural choices and their effect on meaning. RL.PP.11-12.5</li> <li>Perspective &amp; Narrative Voice: Analyze the impact of the frame narrative and shifts in perspective. RL.IT.11-12.3</li> <li>Theme Developme nt: Examine how Coleridge</li> </ul> | Activities/Groups  Station Ideas:  Writing in Response to Reading: Why does Coleridge use the frame story? Would the poem be as effective without it?  Create a symbolic "journey map" tracing the Mariner's transformation through imagery. | LHS Suggested Formative Reading Assessments |

| developed     | develop    | resolves      |  |  |
|---------------|------------|---------------|--|--|
| and refined   | and        | key themes    |  |  |
| over the      | strengthen | such as       |  |  |
| course of     | their      | redemption,   |  |  |
| the text,     | writing by | fate, and     |  |  |
| including     | editing    | consequenc    |  |  |
| how they      | with       | e.            |  |  |
| interact and  | guidance   | RL.CI.11-     |  |  |
| build on one  | from       | 12.2          |  |  |
| another to    | peers and  |               |  |  |
| produce a     | adults by  | Writing Mini- |  |  |
| complex       | examinin   | lessons:      |  |  |
| account or    | g their    |               |  |  |
| analysis;     | punctuati  | • Editing:    |  |  |
| provide an    | on.        | Grammar       |  |  |
| objective     |            |               |  |  |
| summary of    |            | • Editing:    |  |  |
| the text.     |            | Punctuation   |  |  |
|               |            |               |  |  |
|               |            |               |  |  |
|               |            |               |  |  |
| RL.IT.11-     |            |               |  |  |
| 12.3.         |            |               |  |  |
| Analyze the   |            |               |  |  |
| impact of     |            |               |  |  |
| the author's  |            |               |  |  |
| choices as    |            |               |  |  |
| they          |            |               |  |  |
| develop       |            |               |  |  |
| ideas         |            |               |  |  |
| throughout    |            |               |  |  |
| the text      |            |               |  |  |
| 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.PP.11-     |  |  |
|---------------|--|--|
| 12.5.         |  |  |
| Evaluate      |  |  |
| perspectives  |  |  |
| /lenses from  |  |  |
| two or more   |  |  |
| texts on      |  |  |
| related       |  |  |
|               |  |  |
| topics and    |  |  |
| justify the   |  |  |
| more cogent   |  |  |
| viewpoint     |  |  |
| (e.g.,        |  |  |
| different     |  |  |
| accounts of   |  |  |
| the same      |  |  |
| event or      |  |  |
| issue, use of |  |  |
| different     |  |  |
| media or      |  |  |
| formats).     |  |  |
| <b>,</b>      |  |  |
|               |  |  |
|               |  |  |
| 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.     |  |  |

| April | 1 | L.VL.11– 12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.11– 12.4. Demonstrate understanding of figurative language, word relationship s, and nuances in word meanings, including connotative meanings. | SWBAT to demonstra te their knowledg e of a fictional text by taking a benchmar k assessmen t.  SWBAT to demonstra te their knowledg e of writing an argument ative essay. | <ul> <li>Reading benchmark MP 3</li> <li>Writing benchmark MP 3</li> <li>End of MP reflection</li> <li>Creating SMART goals</li> </ul> | End of MP Reflection  Argumentative Essay Rubric | LinkIt! Benchmark MP 3 End of MP Reflection |
|-------|---|--|--|--|--|---|
|       |   | Accurately cite strong and thorough  |  |  |  |   |

| textual evidence and make relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.Cl.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of   |       |            |  |  |
|--|-------|------------|--|--|
| evidence and make relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | tex   | tual       |  |  |
| and make relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text elaves matters uncertain.  RL.CI.11—12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   |       |            |  |  |
| relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text eaves matters uncertain.  RL.C.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   |       |            |  |  |
| connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text, this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | Sup   | nnrehens   |  |  |
| of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   |       |            |  |  |
| literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | 1 1 1 |            |  |  |
| explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | 1 1 1 |            |  |  |
| and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | say   | 'S         |  |  |
| inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| , as well as interpretations of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   |       |            |  |  |
| interpretatio ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   |       |            |  |  |
| ns of the text; this may include determining where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | , as  | s well as  |  |  |
| text; this may include determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | inte  | erpretatio |  |  |
| may include determining where the text leaves matters uncertain.  RL.CI.11—12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | ns    | of the     |  |  |
| may include determining where the text leaves matters uncertain.  RL.CI.11—12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the   | tex   | t; this    |  |  |
| determining where the text leaves matters uncertain.  RL.CI.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| where the text leaves matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | det   | ermining   |  |  |
| matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | wh    | ere the    |  |  |
| matters uncertain.  RL.CI.11— 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | tex   | t leaves   |  |  |
| RL.CI.11– 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| RL.CI.11– 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  | 1 1 1 |            |  |  |
| 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| Determine two or more themes of a literary text and analyze how they are developed and refined over the  | RL    | .CI.11–    |  |  |
| Determine two or more themes of a literary text and analyze how they are developed and refined over the  | 12.   | 2.         |  |  |
| two or more themes of a literary text and analyze how they are developed and refined over the  | 1 1 1 |            |  |  |
| themes of a literary text and analyze how they are developed and refined over the  |       |            |  |  |
| literary text and analyze how they are developed and refined over the  |       |            |  |  |
| and analyze how they are developed and refined over the  | 1 1 1 |            |  |  |
| how they are developed and refined over the  |       |            |  |  |
| are developed and refined over the   |       |            |  |  |
| developed and refined over the   |       |            |  |  |
| and refined over the   |       |            |  |  |
| over the   |       |            |  |  |
|  |       |            |  |  |
| TO THE EXPLINATION OF THE PROPERTY OF THE PROP |       |            |  |  |
|  | 1 1 1 |            |  |  |
| the text,  |       |            |  |  |
| including how they   |       |            |  |  |
| how they   |       |            |  |  |
| interact and   |       |            |  |  |
| build on one   |       |            |  |  |
| another to   |       |            |  |  |
| produce a  |       |            |  |  |
| complex  | cor   | nplex      |  |  |

| acco  | unt or    |  |  |
|-------|-----------|--|--|
| anal  |           |  |  |
|       | ide an    |  |  |
|       | ctive     |  |  |
|       | mamy of   |  |  |
|       | mary of   |  |  |
| the t | ext.      |  |  |
|       |           |  |  |
|       |           |  |  |
|       | TD 11     |  |  |
|       | T.11-     |  |  |
| 12.3  |           |  |  |
| Anal  | lyze the  |  |  |
| impa  | act of    |  |  |
| the a | uthor's   |  |  |
| choi  | ces as    |  |  |
| they  |           |  |  |
| deve  |           |  |  |
| ideas | 2         |  |  |
|       | ighout    |  |  |
| the t |           |  |  |
|       |           |  |  |
|       | rding     |  |  |
| how   |           |  |  |
| deve  | lop and   |  |  |
| relat |           |  |  |
| 1 1 1 | ents of   |  |  |
|       | ry or     |  |  |
|       | na (e.g., |  |  |
| when  | re a      |  |  |
| story | is set,   |  |  |
| how   | the       |  |  |
| actio | on is     |  |  |
| orde  |           |  |  |
| how   |           |  |  |
|       | acters    |  |  |
| are   |           |  |  |
|       | duced     |  |  |
| 1 1 1 | duced     |  |  |
| and   | 1 1       |  |  |
| deve  | eloped).  |  |  |
|       |           |  |  |
|       |           |  |  |
|       | PC 11     |  |  |
| 1 1 1 | ΓS.11-    |  |  |
| 12.4  |           |  |  |
|       | uate the  |  |  |
| auth  |           |  |  |
| choi  | ces       |  |  |
| conc  | erning    |  |  |
|       | tructure  |  |  |
| and   |           |  |  |
|       | ctivenes  |  |  |
|       | specific  |  |  |
| narte | s of a    |  |  |
| Parts | , 01 u    |  |  |

| text (e.g.,   |  |  |  |
|---------------|--|--|--|
| the choice    |  |  |  |
|               |  |  |  |
| of where to   |  |  |  |
| begin or end  |  |  |  |
| a story, the  |  |  |  |
| choice to     |  |  |  |
|               |  |  |  |
| provide a     |  |  |  |
| comedic or    |  |  |  |
| tragic        |  |  |  |
| resolution)   |  |  |  |
| and how       |  |  |  |
| they          |  |  |  |
| uicy          |  |  |  |
| contribute to |  |  |  |
| its overall   |  |  |  |
| structure     |  |  |  |
| and           |  |  |  |
| meaning, as   |  |  |  |
| well as its   |  |  |  |
| l I           |  |  |  |
| aesthetic     |  |  |  |
| impact.       |  |  |  |
|               |  |  |  |
|               |  |  |  |
|               |  |  |  |
| RL.PP.11-     |  |  |  |
| 12.5.         |  |  |  |
|               |  |  |  |
| Evaluate      |  |  |  |
| perspectives  |  |  |  |
| /lenses from  |  |  |  |
| two or more   |  |  |  |
| texts on      |  |  |  |
| related       |  |  |  |
| l I           |  |  |  |
| topics and    |  |  |  |
| justify the   |  |  |  |
| more cogent   |  |  |  |
| viewpoint     |  |  |  |
| (e.g.,        |  |  |  |
| different     |  |  |  |
|               |  |  |  |
| accounts of   |  |  |  |
| the same      |  |  |  |
| event or      |  |  |  |
| issue, use of |  |  |  |
| different     |  |  |  |
| media or      |  |  |  |
| l I           |  |  |  |
| formats).     |  |  |  |
|               |  |  |  |
|               |  |  |  |
|               |  |  |  |
| RL.MF.11-     |  |  |  |
| 12.6.         |  |  |  |
| Synthesize    |  |  |  |
|               |  |  |  |
| complex       |  |  |  |
| information   |  |  |  |
| <br>          |  |  |  |

| across        |
|---------------|
| multiple      |
| sources and   |
| formats to    |
| develop       |
|               |
| ideas,        |
| resolve       |
| conflicting   |
| information,  |
| or develop    |
| an            |
| interpretatio |
| n that goes   |
| beyond        |
| explicit text |
| information   |
| (e.g.,        |
| express a     |
| personal      |
| point of      |
|               |
| view, new     |
| interpretatio |
| n of the      |
| author's      |
| message).     |
|               |
|               |
|               |
| 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.     |
|               |

**Spiraling for Mastery** 

#### Reading

# Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):

- Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts.
- Make relevant connections between the text and broader themes or personal experiences.

# Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):

- Determine and analyze two or more themes in a literary text and central ideas in an informational text.
- Examine how these themes or ideas are developed and refined over the course of the text

# Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):

- Analyze the impact of the author's choices on the development of ideas and elements in the text.
- Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.

# **Understanding Figurative Language** (ELA.L.VI.11–12.4):

 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

# **Evaluating Perspectives (ELA.RL.PP.11–12.5):**

- Evaluate perspectives and justify the more cogent viewpoint in related texts.
- Analyze different accounts of the same event or issue, using different media or formats.

## **Synthesizing Information (ELA.RL.MF.11–12.6):**

- Synthesize complex information across multiple sources and formats to develop new interpretations.
- Resolve conflicting information and develop

#### Reading

#### **Citing Textual Evidence:**

- Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts.
- Made relevant connections between textual evidence and broader themes or personal experiences.

#### **Theme Analysis:**

- Determined and analyzed two or more themes in a literary text and central ideas in an informational text.
- Examined how these themes or ideas are developed and refined over the course of a text.

#### **Author's Choices and Literary Techniques:**

- Analyzed the impact of the author's choices on the development of ideas and elements in the text.
- Explored how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.

#### **Understanding Figurative Language:**

• Demonstrated understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

#### **Evaluating Perspectives:**

- Evaluated perspectives and justified the more cogent viewpoint in related texts.
- Analyzed different accounts of the same event or issue, using different media or formats.

#### **Synthesizing Information:**

- Synthesized complex information across multiple sources and formats to develop new interpretations.
- Resolved conflicting information and developed interpretations that go beyond

interpretations that go beyond explicit text information.

#### Writing

#### **Crafting Arguments (ELA.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.
- Construct well-supported argumentative essays that reflect an understanding of complex issues.

# Developing and Strengthening Writing (ELA.W.WP.11–12.4):

- Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.

#### **Routine Writing (ELA.W.RW.11–12.7):**

• Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

# Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):

- Demonstrate command of the system and structure of the English language when writing.
- Apply knowledge of language to make effective choices for meaning or style.

# Clarifying Word Meanings (ELA.L.VL.11–12.3):

• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

## **Speaking**

#### **Collaborative Discussions (ELA.SL.PE.11–12.1):**

• Initiate and participate effectively in collaborative discussions, building on others'

explicit text information.

## Writing

#### **Crafting Arguments:**

- Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Constructed well-supported argumentative essays that reflect an understanding of complex issues.

#### **Developing and Strengthening Writing:**

- Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA.

#### **Routine Writing:**

• Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

#### **Command of Language:**

- Demonstrated command of the system and structure of the English language when writing.
- Applied knowledge of language to make effective choices for meaning or style.

#### **Clarifying Word Meanings:**

• Determined or clarified the meaning of unknown and multiple-meaning words and phrases.

#### Speaking

#### **Collaborative Discussions:**

• Initiated and participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

- ideas and expressing their own clearly and persuasively.
- Engage in one-on-one, group, and teacher-led discussions on various topics and texts.

## **Integrating Information (ELA.SL.II.11–12.2):**

- Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluate the credibility and accuracy of each source and note any discrepancies among the data.

# Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):

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

#### Adapting Speech (ELA.SL.AS.11–12.6):

 Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • Engaged in one-on-one, group, and teacherled discussions on various topics and texts.

#### **Integrating Information:**

- Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluated the credibility and accuracy of each source and noted any discrepancies among the data.

## **Evaluating a Speaker's Point of View:**

- Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## **Adapting Speech:**

 Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Career Readiness, Life Literacies, and Key Skills**

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

| TECH.9.4.12.IML.1 | Compare search browsers and recognize features that allow for filtering of information.  |
|-------------------|--|
| TECH.9.4.12.IML.2 | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. |
| TECH.9.4.12.IML.5 | Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).  |
| TECH.9.4.12.IML.7 | Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).   |
| TECH.9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).   |

# **Interdisciplinary Connections**

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

| SOC.6.2.12.CivicsPR.2.a | Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa. |
|-------------------------|--|
| SOC.6.2.12.CivicsPI.3.a | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.   |