



Grade 11 – Quarter 2 2013-14



Readers/Writers Workshop Quarterly Planning Guide:

Unit Overview: The focus of this study is to develop student’s ability to analyze literature using various literary theories, provide multiple valid interpretations, evaluate and justify multiple perspectives, and then synthesize their ideas. The practice of literary interpretation has the larger aim of helping students become more sophisticated readers, thinkers, and writers as they engage in complex texts.

<p>Theme Essential Question: How do varying perspectives reveal the ideas and values of the literature?</p> <p>Reading/Writing Process Essential Question(s): How do readers determine the most relevant theory to use when analyzing and interpreting a text?</p>	<p>Overall Student Learning Goal:</p> <ul style="list-style-type: none"> • Readers apply their understandings of a single literary theory to multiple texts to deepen their interpretation. • Readers understand and apply multiple literary theories in a single text to deepen their interpretation. • Writers use academic language and conventions to support sophisticated literary analysis, while employing a chosen literary theory or theories. 	<p>Common Reading Performance Task: After reading “Demeter’s Prayer to Hades” by Rita Dove (with additional support texts of a biography of Rita Dove and the myth of Demeter and Persephone), write an essay that analyzes the piece through the one literary theory that best fits this work, providing examples to justify your analysis. Then, in a second draft, revise and edit. Students should also focus on word choice with an emphasis on using precise language and domain specific vocabulary.</p> <p>[*NOTE: Refer to APS 4-10 Analytical Writing Rubric or APS 4-10 Holistic Writing Rubric]</p>
<p><u>Critical Language</u> Functional Language:</p> <ul style="list-style-type: none"> • Proposition/Support <p>Grammatical Forms:</p> <ul style="list-style-type: none"> • Transitions • Pronoun/antecedent • Subject/verb agreement • Complex sentence structures (subordinating and coordinating clauses and commas) <p>Academic Vocabulary: Context, embedded quotations, analysis, objective summarizing, evaluate, justify, synthesize, critique, infer, substantiate</p> <p>Technical Vocabulary: Literary theories – Feminism, Marxism, New Historicism/Cultural Psychoanalytic Criticism; theme; thesis; literary lens/theory; criticism</p> <p>Thematic Vocabulary:</p> <ul style="list-style-type: none"> • Perspectives 	<p>Possible Texts/Support:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>The Great Gatsby</i>, F. Scott Fitzgerald <i>The Awakening</i>, Kate Chopin <i>Barbie Doll</i>, Marge Piercy <i>White Lies</i>, Natasha Trethewey <i>The Lesson</i>, Toni Cade Bambara <i>A Worn Path</i>, Eudora Welty <i>Flying Home</i>, Ralph Ellison <i>What’s That Smell in the Kitchen</i>, Marge Piercy <i>A Very Old Man with Enormous Wings</i>, Gabriel Garcia Marquez</p> </div> <div style="width: 45%;"> <p><i>A Rose for Emily</i>, William Faulkner <i>If</i>, Rudyard Kipling <i>Everyday Use</i>, Alice Walker <i>Buried Onions</i>, Gary Soto <i>Animal Farm</i>, George Orwell <i>The Help</i>, Kathryn Stockett <i>Antaeus</i>, Borden Dea <i>The Scarlet Letter</i>, Nathaniel Hawthorne</p> </div> </div> <p>Various non-fiction articles <i>The Beauty Myth</i>, Joseph Campbell</p> <p>Teacher resources: Bookbuilder.cast.org</p>	



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Readers/Writers Workshop Quarterly Progression

Close Reading (approx. timeline – 5 weeks)	Reading Like a Writer (approx. timeline – 2 weeks integrated throughout)	Writing (approx. timeline – 2 weeks integrated throughout)
<p>Standards addressed: 2.1a, 2.1b, 2.2a, 2.2b, 2.3b, 2.3c, 2.1c, 2.1d, 2.2c, 2.2d, 2.3a, 2.3d (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO#1: Students will understand the defining characteristics of a variety of literary theories. LO#2: Students use textual cues to determine and apply an appropriate theory or theories to interpret the text's significance. LO#3: Students reflect on how using literary theory deepens, broadens, and extends their interpretation of the text.</p>	<p>Standards addressed: 4.2a, 4.2b (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO#4: Students will analyze how an author's use of a theory reveals the values of the text. LO#5: Students identify and evaluate criticisms of literary theory and philosophy in order to respond to primary text(s). LO#6: Students will evaluate and/or challenge the significance and quality of other perspectives of the text and justify their interpretations.</p>	<p>Standards addressed: 3.2a, 3.2b, 3.3b, 3.3c, 3.3a, 3.3c, 3.1a, 3.2a, 3.2b, 3.3a.iii, 3.3a.iv, 3.3b.i, 3.3b.ii (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO#7: Students employ a chosen literary theory or theories to synthesize an independent analysis of a complex text. LO#8: Students use academic language and conventions to support sophisticated literary analysis.</p>
<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Additional learning objectives will be determined by using the Teaching/Learning Cycle and APS Reading & Writing Continua to plan instruction in response to the needs of current students.</p> </div>		

APS Readers/Writers Workshop Teaching & Learning Constructs and Instructional Approaches

(Click links to access articulated documents)

[Teaching/Learning/Planning Guide](#)

[Brian Cambourne's Conditions of Learning](#)

[APS Secondary Literacy Reading Continuum](#)

[APS Secondary Literacy Writing Continuum](#)

[Readers/Writers Workshop Implementation Continuum](#)

Bloom's Revised Taxonomy

*Also see ELAchieve Resource Notebooks (ELD and Constructing Meaning)

APS Readers/Writers Workshop Instructional Frameworks

[Conferring](#)

[Craft Instruction](#)

[Independent Reading](#)

[Independent Writing](#)

[Purposeful Talk](#)

[Reading Intervention](#)

[Responding to Reading](#)

[Shared Reading](#)

[Small Group Reading Instruction](#)

[Writing Demonstration](#)

[Reading Demonstration](#)



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APS Readers/Writers Workshop Teaching & Learning Constructs and Instructional Approaches

(Click links to access articulated documents)

These are the foundational constructs and frameworks that guide Literacy instruction in APS. The constructs support teachers in understanding the theoretical underpinnings that structure the APS Readers/Writers Workshop model. The Instructional Frameworks are a series of documents that define, explain, and support the various approaches teachers use in Literacy classrooms throughout APS. The constructs and frameworks facilitate teacher knowledge and help refine expertise in planning differentiated instruction to meet the needs of all students as readers and writers.

[Teaching/Learning/Planning Guide](#)

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Quarterly Pacing Guides:

The purpose of the Quarterly Pacing Guides is to align and embed the Colorado Academic Standards (CAS) into grade level quarterly instructional units. The Quarterly Pacing Guides are color coded with red for most critical, blue for critical and black for foundational evidence outcomes to support teachers in determining which standards to emphasize based on the long term analysis of frequently assessed CSAP/TCAP items.

Quarterly Planning Guides:

The purpose of the Quarterly Planning Guides is to support teachers in unpacking the Colorado Academic Standards (CAS) to plan grade level instruction within Readers/Writers Workshop. The Quarterly Planning Guides should be used in conjunction with the CAS and Quarterly Pacing Guides to plan for instruction that meets student needs. The Quarterly Planning Guides are intended to support a comprehensive and logical timeline for meeting the demands of the CAS.