



Grade 11 – Quarter 1 (NEW Multigenre – previously Quarter 4) 2013-14



Readers/Writers Workshop Quarterly Planning Guide

Unit Overview: The purpose of this study is to support student understandings around critical reading approaches to complex texts. Through the development of an academic persona, students will explore a variety of strategies to effectively interpret and evaluate meaning. Using literary features, students will examine how an author crafts a sophisticated text for a specific purpose and audience.

Theme Essential Question:

How does an academic persona allow students to convey their understanding of complex texts?
How do the literary features of a text intermix to contribute to complex meanings?

Reading/Writing Process Essential Question(s):

How do readers use critical reading strategies to analyze and evaluate texts?

How does a writer use formal register to create an academic persona?

Overall Student Learning Goal:

- **Readers** use close reading strategies, including inferring, predicting, and contextualizing, to analyze and synthesize a variety of texts across genres to help them explore essential themes.
- **Writers** articulate their analysis and evaluation of texts using academic communication skills, including note-taking, outlining, and formal paragraph/essay writing.

Common Reading and Writing Performance Task:

Students analyze in detail the thematic topic of the unknown and how that topic develops in Chapter One of *Their Eyes Were Watching God* by Zora Neale Hurston. Students will conduct a close reading of the text to determine specific quotations that show how the theme emerges and record the quotations in a dialectical journal; they will synthesize those notes into an extended constructed response to analyze how the thematic topic is shaped and refined over the course of the story.

[*NOTE: Refer to [APS 4-10 Analytical Writing Rubric](#) or [APS 4-10 Holistic Writing Rubric](#)]

Critical Language

Functional Language Focus:

- Analysis/Explanation
- Evaluation

Grammatical Forms:

- Conventions of standard English: capitalization, punctuation, and spelling
- Phrases – absolute, appositive
- Idioms
- Complex subject/verb agreement (see standard 3.3av)

Academic Vocabulary: Analyze, thesis, evaluate, cite textual evidence using MLA format, objective summary, annotation, dialectical journal, Cornell notes

Technical Vocabulary: Satire, irony, sarcasm, understatement, formal register, voice, diction,

Possible Texts/Supports:

*Texts and text excerpts should be selected as appropriate to respond to the need of the students in class and reflect essential questions.

Shakespeare sonnets and plays

Novels:

F. Scott Fitzgerald, *The Great Gatsby*
J.D. Salinger, *Catcher in the Rye*
Jonathan Swift, *Gulliver's Travels*
Richard Wright, *Black Boy*
Richard Wright, *Native Son*
Upton Sinclair, *The Jungle*
Arundhati Roy, *The God of Small Things*
Nathaniel Hawthorne, *The Scarlet Letter*
Zora Neale Hurston, *Their Eyes Were Watching God*
Julia Alvarez, *How the Garcia Girls Lost Their Accents*
Khaled Hosseini, *The Kite Runner*
Khaled Hosseini, *A Thousand Splendid Suns*

Amy Tan, *The Joy Luck Club*
Garth Stein, *Art of Racing in the Rain*
Richard Matheson, *I am Legend*
Janet Fitch, *White Oleander*
Hugh Howey, *Wool*
Alice Hoffman, *The Dovekeepers*
Camron Wright, *The Rent Collector*
Barbara Ehrenreich, *Nickel and Dimed*
Eric Schlosser, *Fast Food Nation*
Charles Frazier, *Cold Mountain*



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tone, syntax, hyperbole, paradox, claim,
counterclaim, MLA, style

Thematic Vocabulary: Academic persona

Drama:

Arthur Miller, *Death of a Salesman*

Arthur Miller, *The Crucible*

Short Stories:

Edgar Allan Poe, "The Cask of Amontillado"

Jorge Luis Borges, "The Garden of Forking Paths"

Sarah Orne Jewett, "A White Heron"

Alice Walker, "Everyday Use"

Charlotte Perkins Gilman, "The Yellow Wallpaper"

Joyce Carol Oates, "Where Is Here"

Poetry:

John Donne, Phyllis Wheatley, Walt Whitman, Emily Dickinson, Billy Collins, T.S. Elliot, Pablo Neruda, Carl Sandberg, Jimmy Santiago Baca, Maya Angelou, Toni Morrison, Langston Hughes, Anne Bradstreet

Essays/Essayists:

Toni Morrison, "The Reader as Artist"

Thoreau, "Civil Disobedience"

Annie Dillard

Tocqueville, Alexis de. "Democracy in America"

"Homeless," Anna Quindlen

E. B. White, "Once More to the Lake"

Edward Said, "Clashing Civilizations?"

Francine Prose, "What Words Can Tell"

Sarah Adams, "Be Cool to the Pizza Dude"

Other Nonfiction:

Amy Tan, "Mother Tongue"

Rudolfo Anaya, "Take the Tortillas Out of Your Poetry"

Sandra Cisneros, "Straw into Gold: The Metamorphosis of the Everyday"

H. L. Mencken, "American Slang"

Rita Dove, "For the Love of Books"



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Readers/Writers Workshop Quarterly Progression

Close Reading (approx. timeline – 3 weeks)	Reading Like a Writer (integrated throughout)	Writing (approx. timeline – 5 weeks integrated throughout)
<p>Standards addressed: 2.1a, 2.1b, 2.2a, 2.2b, 2.1c, 2.1d, 2.3a, 2.3c, (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO#1: Students will use critical reading strategies to analyze a variety of texts to explore the development of multiple themes. LO#2: Students use academic note taking strategies to interact with the text.</p>	<p>Standards addressed: 4.2a, 4.3a, 4.3b (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO #3: Students will analyze literary features in a text to understand how an author crafts meaning. LO#4: Students use exemplars of academic persona to identify and develop an academic register in their own writing.</p>	<p>Standards addressed: 3.2a, 3.2b, 3.3b, 3.3c , 3.1a, 3.2a.iii, 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#5: Students will convey a deeper understanding of a text by using academic notes (see #3) to craft formal writing (including elements of academic register, citation and proper formatting, etc.).</p>
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Additional learning objectives will be determined by using the Teaching/Learning Cycle and <i>APS Reading & Writing Continua</i> 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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[Shared Reading](#)

[Small Group Reading Instruction](#)

[Writing Demonstration](#)

[Reading Demonstration](#)

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.