



Grade 11 – Quarter 3 2013-14



Readers/Writers Workshop Quarterly Planning Guide

Unit Overview: The purpose of this study is to support students in understanding the ways in which writers and speakers convey their ideas to an intended audience. Students will analyze texts and media for advanced rhetorical strategies, fallacies, logic, and arrangement. Students will then create assertions around national issues using rhetorical strategies and devices. Students will evaluate their ability to achieve an intended effect through written and oral presentations.

<p>Theme Essential Question: How does a person’s rhetorical ability create social awareness and affect change?</p> <p>Reading/Writing Process Essential Question(s): How do rhetors purposefully manipulate ideas, language and structure to achieve an intended effect?</p>	<p>Overall Student Learning Goal:</p> <ul style="list-style-type: none">• Readers understand that critical reading requires analyzing the strategies and devices writers use to convey their purpose and appeal to their intended audience.• Writers and speakers understand how to craft writing using a range of rhetorical strategies and devices to achieve their purpose and appeal to their intended audience.	<p>Common Reading and Writing Performance Task: After reading “Gettysburg Address” by Abraham Lincoln, write an assertion that analyzes the text for how ideas, language, and structure are developed in defense of fundamental human rights, providing examples to justify your analysis. After writing a first draft of the analysis, students will take their work and revise with a focus on the development of a specific, precise claim with relevant details from the text using a logical, effective organizational strategy.</p> <p>[*NOTE: Refer to APS 4-10 Analytical Writing Rubric or APS 4-10 Holistic Writing Rubric]</p>
<p>Critical Language Functional Language:</p> <ul style="list-style-type: none">• Proposition/Support• Analysis/Explanation <p>Grammatical Forms:</p> <ul style="list-style-type: none">• Subject/verb agreement in complex constructions See Standard 3.3a.v.• Absolute and appositive phrases• Uses idioms correctly• Hyphens <p>Academic Vocabulary: Close reading, embedded quotations, analysis, evaluation, synthesis</p> <p>Technical Vocabulary: Rhetorical appeal; ethos, pathos, logos; claim (of fact, of value, of policy), data, warrant; classical arrangement, Rogerian arrangement; ethical, logical, emotional fallacy; syllogism; premise; enthymeme; advanced rhetorical devices, such as zeugma, chiasmus, ellipsis, anaphora, apostrophe, metonymy, synecdoche, antithesis, parallelism, juxtaposition</p>	<p>Possible Texts/Support:</p> <p>*Texts and text excerpts should be selected as appropriate to respond to the need of the students in class and reflect essential questions.</p> <p>Aristotelian Theory Plato, <i>The Cave</i> Satirical texts (<i>The Onion</i>, <i>A Modest Proposal</i>, <i>The Colbert Report</i>, etc.) Historical documents: <i>The Declaration of Independence</i> American Rhetoric Top 100 Martin Luther King, Jr., <i>Letter from Birmingham Jail</i> Mary Fisher, <i>AIDS Awareness Speech</i> President Obama’s Democratic National Convention speech Lynard Pitts (Suggested: <i>We’ll Go Forward From This Moment</i>) Arthur Miller, <i>The Crucible</i> Markus Zusak, <i>The Book Thief</i></p> <p>Advertisements Various non-fiction articles Current political speeches Political cartoons Visual texts</p>	



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Readers/Writers Workshop Quarterly Progression

Close Reading (approx. timeline – 6 weeks)	Reading Like a Writer (approx. timeline – 1 week integrated throughout)	Writing (approx. timeline – 2 weeks integrated throughout)
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) Learning Objectives: LO#1: Readers identify and analyze rhetorical strategies and devices that writers use to convey their purpose and appeal to their intended audience. LO#2: Readers synthesize and justify rhetorical strategies and devices that writers use to convey their purpose and appeal to their intended audience.	Standards addressed: 4.2a, 4.2b (Click links to access articulated standards on Grade 11 Pacing & Planning Guide) Learning Objectives: LO#3: Readers reflect on the effectiveness of the range of rhetorical strategies and devices that writers use to achieve their purpose and appeal to their intended audience.	Standards addressed: 3.2a, 3.2b, 3.3b, 3.3c, 3.3a, 3.1a, 3.2a, 3.2b, 3.3a, 3.3b (Click links to access articulated standards on Grade 11 Pacing & Planning Guide) Learning Objectives: LO#4: Writers create an assertion about a(n) _____ (national/social/political, etc.) issue and determine appropriate rhetorical strategies and devices to achieve their purpose and appeal to their intended audience. LO#5: Writers reflect on the effectiveness of the rhetorical strategies they used to achieve their purpose and appeal to their intended audience.
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.		

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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[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.