



Grade 11 – Quarter 4 2013-14



Readers/Writers Workshop Quarterly Planning Guide

Unit Overview: The purpose of this study is to advance students' facility with sophisticated strategies in premises, purposes, and propositions in a variety of works. Students will analyze and implement argumentation methods. Students will justify and document evidence and present their arguments effectively to an authentic audience.

<p>Theme Essential Question: How is everything we see, say, and write an argument?</p> <p>Reading/Writing Process Essential Question(s): How do writers and speakers use argumentation methods to convey their positions?</p> <p>How do writers and speakers choose and incorporate information from sources to effectively support an original argument?</p>	<p>Overall Student Learning Goal: Readers evaluate how argumentation methods advance an argument in fiction, nonfiction, and visual texts.</p> <p>Writers and speakers articulate a position through a precise and focused claim and advance it using evidence, examples, and counter-arguments.</p>	<p>Common Reading and Writing Performance Task: Carefully read a variety of sources (five). Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed Claim-Data-Warrant (CDW) essay that argues a clear position. Make sure your argument is central; use the sources to support your thinking. Be sure to clearly cite each source.</p> <p><i>Resources need to be all related to one controversial topic, to include:</i></p> <ul style="list-style-type: none">• One graph• One photograph/picture/cartoon• One editorial• One excerpt from a literary text• One excerpt from a scholarly publication <p>For examples of synthesis essay prompts, see the College Board’s AP Language and Composition website.</p>
<p>Critical Language Functional Language:</p> <ul style="list-style-type: none">• Proposition/Support• Analysis/Explanation• Evaluation <p>Grammatical Forms:</p> <ul style="list-style-type: none">• Complex constructions of subject-verb agreement <p>Academic Vocabulary: Close reading, language of analysis, language of evaluation, citation of sources in context (including verbal citations in oral presentations)</p> <p>Technical Vocabulary: Introduction/conclusion strategies (specific to argumentation); claims, counter-claims; connotative/denotative; logical fallacy (hasty generalization, post-hoc, non sequitur, slippery slope, false analogy, appeal to authority, false dichotomy, red herring); theme as a form of claim; values, assumptions, warrants; bias, deductive/inductive reasoning, MLA citation</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>Pros and Cons (website) Opposing Viewpoints in Context (website) Cataline, <i>To His Army Before His Defeat in Battle</i> Alice Walker, <i>Everyday Use</i> Kurt Vonnegut, <i>Harrison Bergeron</i> Nathaniel Hawthorne, <i>The Scarlet Letter</i> Zora Neale Hurston, <i>Their Eyes Were Watching God</i> Poetry (Shakespearean, Harlem Renaissance, etc.) Infographics http://www.coolinfographics.com/</p> <p>For examples of synthesis essay prompts, see the College Board’s AP Language and Composition website.</p> <p>Common Core State Standards Appendix A – The Standards’ Approach to Text Complexity Common Core State Standards Appendix B – Text Exemplars and Sample Performance Tasks Common Core State Standards Appendix C – Samples of Student Writing</p>	<p>Jon Stewart on <i>Crossfire</i> Presidential Debates (Kennedy/Nixon) Excerpts from <i>The Great Debaters</i> Ernest Gaines, <i>A Lesson Before Dying</i> Political/social cartoons Academic Search Premier/EBSCO Graphs and charts</p>



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Close Reading (approx. timeline – 3 weeks)	Reading Like a Writer (approx. timeline – 1 week integrated throughout)	Writing (approx. timeline – 5 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 identify and analyze argumentation methods such as purpose, point of view, implications, assumptions, reasoning, credibility, bias, and relevance of an author's argument.</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#2: Students will analyze and evaluate the effectiveness of argumentation methods that clearly support and advance an author's position.</p>	<p>Standards addressed: 3.2a, 3.2b, 3.3b, 3.3c, 3.3a, 3.3c, 3.1a, 3.2a, 3.2b, 3.3a, 3.3b (Click links to access articulated standards on Grade 11 Pacing & Planning Guide)</p> <p>Learning Objectives: LO #3: Students will evaluate, apply, and correctly cite appropriate types of evidence to support their argument. LO#4: Students will articulate a position through a concise and focused claim and advance it using evidence, examples, and counterarguments. LO#5: Students will choose, develop, and refine appeals for their desired effect on their audience. LO #6: Students will evaluate and revise their own text as needed to eliminate logical fallacies and to enhance credibility of ideas and information.</p>
<div>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.</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](#)

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

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[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.