

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, April 2012*  
*Pamela Colvin*

***ELA Strategies***

**Course Essential Questions (from Phase I report):**

- What is good grammar?
- What makes an effective persuasive essay?
- How can I read quickly for information and understanding?

**Phase II Curriculum**

**Unit I: Grammar**

**Essential Questions:**

- When is it appropriate to use a semicolon?
- When is it appropriate to use a comma?
- What is subject-verb agreement?
- How can word choice impact a writing?

**Essential Understanding:**

- Semicolons are appropriate to use:
  - to join two sentences about the same topic together with or without a coordinating conjunction
  - when creating a list to avoid confusion
- Commas should be used to separate simple lists or to separate a variety of clauses within a sentence.
- Subject-verb agreement requires that a plural subject have a plural verb; a singular subject has a singular verb.
- Word choice can add connotative and denotative meaning to a piece; thereby altering the intended meaning.

**Curriculum Standards**

**Reading Standards for Literature Grade 11-12**

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

**Language Standards Grade 11-12**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

L.11-12.3. 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.

- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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| <ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |   |
| <b>Knowledge/Content</b><br>Students will know about....   | <b>Skills/Processes</b><br>Students will be able to.....  |
| <ul style="list-style-type: none"> <li>General punctuation use.</li> <li>The importance of proofreading.</li> </ul>  | <ul style="list-style-type: none"> <li>Hone punctuation skills to a point where there is immediate recognition of the need for a specific punctuation mark within a sentence.</li> <li>Proofread sentences, paragraphs, and essays to include necessary punctuation changes.</li> </ul> |
| <b>Phase III Textbook/Materials</b>  |   |
| <b>Phase IV Summative Assessment Evidence</b>  |   |
| <b>Common Summative Unit Assessments:</b>  | <b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>  |
| <b>Phase V Learning Plan</b>   |   |

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| <b>Unit II: Persuasive writing</b>  |   |
| <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basics of a persuasive essay?</li> <li>What are appropriate transitions?</li> <li>What is redundancy in sentences?</li> <li>What does a persuasive prompt look like?</li> <li>What does an appropriate introduction look like?</li> </ul> | <b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>The basic parts of a persuasive essay include: statement of position, rationale with examples and details, counter argument and rebuttal. A basic persuasive essay should have six paragraphs: introduction, conclusion, three body paragraphs, counter argument/rebuttal, and conclusion.</li> <li>Appropriate transitions should be used when shifting from one paragraph to another. These include: first, second, finally, others believe, and in conclusion.</li> <li>Redundancy occurs in sentences when the writer says one thing then states the same thing in another way.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• A persuasive writing prompt can be dissected into three parts: position one, position two, and the actual question.</li> <li>• An appropriate introductory paragraph includes a restatement of the question, a thesis sentence with your position, and a highlight of your three main points.</li> </ul> |
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**Curriculum Standards**

**Writing Standards Grade 11-12**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. 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.

**Language Standards Grade 11-12**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

L.11-12.3. 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.

- Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| <b>Knowledge/Content</b><br>Students will know about.... | <b>Skills/Processes</b><br>Students will be able to..... |
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| <ul style="list-style-type: none"> <li>• Persuasive essay writing skills.</li> <li>• How to use persuasive means to convince others to share an opinion.</li> <li>• The steps of the writing process.</li> <li>• Brainstorming ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the parts of a writing prompt.</li> <li>• Create standard six-paragraph persuasive essays in timed writing sessions.</li> <li>• Create persuasive essays over a variety of topics to convince others to share an opinion.</li> <li>• Use proofreading and editing to create a polished final product.</li> <li>• Brainstorm a list of ideas from a writing prompt. Use a variety of different concept maps to organize thoughts.</li> </ul> |
| <b>Phase III Textbook/Materials</b>  |   |
| <b>Phase IV Summative Assessment Evidence</b>  |   |
| <b>Common Summative Unit Assessments:</b>  | <b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>  |
| <b>Phase V Learning Plan</b>   |   |

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| <b>Unit III: Reading</b>  |  |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different types of readings included in a standardized test?</li> <li>• How can these different readings be understood easier?</li> <li>• How can reading speed be improved?</li> <li>• How can author meaning be understood?</li> </ul>   | <p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• There are four essential readings in most standardized tests: social science, humanities, fiction, and natural science.</li> <li>• Mark it up is a technique in which the reader underlines main ideas and examples in a piece to create an easy point to look back at.</li> <li>• There are different techniques to use when trying to improve reading speed; scanning, skimming, and mark it up (underlining main point and examples throughout a reading).</li> </ul> |
| <b>Curriculum Standards</b>   |  |
| <b>Reading Standards for Literature Grade 11-12</b>   |  |
| <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices 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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or</p> |  |

language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Reading Standards for Informational Text Grade 11-12**

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

| <b>Knowledge/Content</b><br>Students will know about....   | <b>Skills/Processes</b><br>Students will be able to.....   |
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| <ul style="list-style-type: none"> <li>• The purpose of reading.</li> <li>• The general concepts of scanning and skimming.</li> <li>• All writing contains a main purpose.</li> <li>• Examples included in writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Read for understanding, information, recreation, and facts.</li> <li>• Scan articles for quick understanding.</li> <li>• To identify the main purpose of a piece of writing.</li> <li>• Quickly scan and underline examples in a piece of writing.</li> </ul> |
| <b>Phase III Textbook/Materials</b>  |  |
| <b>Phase IV Summative Assessment Evidence</b>  |  |
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