Units of Study:	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (graphic organizers) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style		
	CCSS.ELA-Literacy.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.	• I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies with the help of others • I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when		

		necessary • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach		
	CCSS.ELA-Literacy.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, and audiences.	• I can determine a writing format/style to fit my task, purpose, and/or audience • I can recognize that different writing tasks require varied time frames to complete • I can write for a variety of reasons		
	CCSS.ELA-Literacy.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	• I can define and identify various forms of figurative language • I can distinguish between literal and figurative language • I can recognize the difference between denotative meanings and connotative		

		meanings • I can recognize words that have technical meaning and understand their purpose in a specific text • I can analyze how a key term or terms are used and refined over the course of a text		
	CCSS.ELA-Literacy.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.	• I can determine how an author chose to structure his/her exposition or argument • I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective • I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging • I can evaluate how an author's choice of structure impacts his/her audience		
	CCSS.ELA-Literacy.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.	• I can define point of view as how theauthor feels about the situation/topic of a text • I can determine an author's point of view and explain his/her purpose for writing the text		

		• I can define rhetoric • I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose • I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text		
	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	• I can recognize when the text I am reading is too easy or too difficult for me • I can determine reading strategies that will help me comprehend difficult texts		
	CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English			

	grammar and usage when writing or speaking.			
	CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	CCSS.ELA-Literacy.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.			
	CCSS.ELA-Literacy.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.			
	CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
	CCSS.ELA-Literacy.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.			

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

Descriptive Essay *How do we SHOW an audience a person/place/thing/feeling?*	**CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more 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 provide a complex analysis; provide an objective summary of the text. **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		Henry David Thoreau, *Walden*, Chapter 2 Langston Hughes, "Salvation" Lewis Grizzard, "Memories of Catfish Keep on Doggin'" George Orwell, "The Moon Under Water" E.B. White, "Once More to the Lake" "My Hometown is Still in my Heart" Past Student Samples	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuation to analysis on author's voice Finalized, Formal Descriptive Essay Audible Reading of Final Essay to a Group of Students/Parents

Timed Writing from a Prompt *How do we write a well-developed essay with acknowledgement of opposition in a specific amount of time?*	**CCSS.ELA-Literacy.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.** **CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** **CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**		ACT Sample Essays of Scores 4, 5, 6 Student Samples	Three 30-minute timed essays

| Digital Personal Narrative Essay *How can using different media sources enhance our self-reflection and written word?* | **CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each | | WeVideo Tutorial

"The Art of Writing Great Voice Over Scripts", article

"How to Create a Digital Story", article

ESPN 30 on 30

Student Samples and Teacher Models | Journals 3x/week on writing prompts offered by students

Reading Logs 2x/week based on independent reading

In-class assignments ranging from grammar/punctuation to analysis on author's voice

Finalized, Formal Digital Personal Narrative Essay

Final Essay Shared to Class and Published on YouTube |

	source and noting any discrepancies among the data. **CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			

MLA Research Argumentative Essay *How can I argue on behalf of a topic while using resources to legitimize my claims?*	**CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCSS.ELA-Literacy.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,		KnightCite Citation Services Michigan Electronic Library Databases Purdue OWL MLA Formatting and Style Guide Sample Papers from Diana Hacker Sample Essays from Former Students	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuati on to analysis on author's voice Finalized, Formal MLA Research Paper Final Essay Sent to Local Organization for whom the Essay was Written

	avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more 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 provide a complex analysis; provide an objective summary of the text. **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice,		

	points of emphasis, and tone used. **CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
Multi-Genre/Ex pository Essay *How do we analyze a writing topic in multiple ways to showcase it uniquely? How can we break down a topic to its varied parts? How is writing used in real life?*	**CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches		Teacher Models of Multi-Genre Models Sample Multi-Genre Essays Projects on Literary Work Sample Projects from Former Students	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuati on to analysis on author's voice Finalized, Formal Multi-Genre Project/Expository

	effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives			Essay Presentation of Final Project/Essay to Class

Unit/ Essential Question	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
Unit/ Essential Question	**CCSS**	**Learning Target**	**Resources/ Mentor Texts**	**Assessment**