

**12.1.1****Lesson 1****Introduction**

In this first English Language Arts Lesson of 12<sup>th</sup> grade, students are introduced to important skills and practices that continue throughout the year: reading for textual details and the analysis of narrative structure. In this lesson, students examine the opening pages of *The Autobiography of Malcolm X*, pages 1–4 (from “When my mother was pregnant with me” to “hunting birds and rabbits and other game”). In this excerpt, Malcolm X describes his parents and the circumstances surrounding his birth. Student learning is assessed via a Quick Write at the end of the lesson: How does the author make his points clear, convincing, and engaging in the beginning of the text?

For homework, students independently read chapter 1 of *The Autobiography of Malcolm X* and develop questions focused on how the structure of the text makes points clear, convincing, and engaging. Students also consider several potential prompts for their own personal narratives.

**Standards**

Assessed Standard(s)	
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.
Addressed Standard(s)	
RI.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.
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.

**Assessment**

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the

following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does the author make his points clear, convincing, and engaging in the beginning of the text?

① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.

### High Performance Response(s)

A High Performance Response should:

- Explain how the author makes points clear, convincing, and engaging in the beginning of the text (e.g., The way the first events of the text are laid out establishes that Malcolm X is born at a time in which racism and discrimination are a powerful part of the lives of African Americans. This racism is displayed in the behavior of the Klansmen who surrounded his house: “The Klansmen shouted threats” and shattered “every window pane with their gun butts” at Malcolm X’s pregnant mother (p. 1). The repetition of violent attacks against Malcolm X’s family helps to establish a clear and continuing system of violence in a racist society. In the beginning of the text, the author also provides several important facts about Malcolm X and his family early on, namely that the men often meet with violent deaths in his family and Malcolm X feels that he will see the same: “I, too, will die by violence” (p. 2), and also that Malcolm X hates his light complexion: “I learned to hate every drop of that white rapist’s blood” (p. 3). These powerful statements engage the reader in the world in which Malcolm X grew up and establishes some key components of Malcolm X’s character.).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- disseminate (v.) – to scatter or spread widely, as though sowing seed
  - prevailed (v.) – to have been or proven superior in strength, power, or influence
  - Uncle Tom (n.) – a black person who is eager to win the approval of white people and willing to cooperate with them
- ① The author uses the phrase “Uncle Tom” in the text. Explain to students that this can be a racially charged term. Students should use the author’s language when reading or citing textual evidence, but they should be sensitive to their use of the phrase “Uncle Tom” in discussion and in class as it may be considered offensive.

### Vocabulary to teach (may include direct word work and/or questions)

- dissention (n.) – strong disagreement; a contention or quarrel; discord

**Additional vocabulary to support English Language Learners (to provide directly)**

- flaring (v.) – shining or burning suddenly and briefly
- funnel (v.) – to send (something, such as money) to someone or something in usually an indirect or secret way
- permit (n.) – an official document that shows that a person is allowed to do or have something

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.5, RI.11-12.1, W.11-12.3</li> <li>• Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 1, pages 1–4</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Reading and Discussion	2. 40%
3. Quick Write	3. 20%
4. Personal Narrative Prompts	4. 20%
5. Closing	5. 10%

## Materials

- Copies of the 12.1 Common Core Learning Standards Tool for each student (optional)
- Copies of the Short Response Rubric and Checklist for each student
- Copies of the Common Application Prompts Handout for each student
- Copies of the Text-Focused Questions Handout for each student (optional)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.

no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

10%

Begin by outlining the goals for this module and unit. Explain to students that in this module they read, analyze, and write nonfiction narratives. In the first two units, students examine how authors use narrative to construct concepts of identity and culture through the exploration of moments and memories from their lives. Students analyze the impact of narrative devices and language in the development of events, experiences, and characters. Students then use these tools to construct their own personal narratives.

- Students listen.

Review the agenda and the assessed standard for this lesson: RI.11-12.5. In this lesson, students begin their examination of *The Autobiography of Malcolm X* by reading pages 1–4 and analyzing the effectiveness of the beginning of the text.

- Students look at the agenda.

❗ **Differentiation Consideration:** Distribute a copy of the 12.1 Common Core Learning Standards Tool to those students who would benefit from the support of a tool.

Post or project standards RI.11-12.5, RI.11-12.1, and W.11-12.3. Instruct students to talk in pairs about what they think standard RI.11-12.1 means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard requires students to note what is stated in a text.
- The standard requires students to use inference to determine what is meant but not stated in a text.
- The standard requires students to identify areas of the text that support their opinions.

Instruct students to talk in pairs about what they think standard RI.11-12.5 means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard requires students to examine the text and determine how it is put together or ordered.
- The standard requires students to explain whether the structure helps to make the author's ideas clear and convincing.

① **Differentiation Consideration:** Consider providing students with the following definitions: *structure* means “the way an author organizes information in a text” and *exposition* means “writing primarily intended to convey information or to explain.”

Instruct students to talk in pairs about what they think standard W.11-12.3 means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard requires students to write narratives or stories about experiences or events.
- The standard requires students to use effective techniques or writing skills and components.
- The standard requires students to include well-chosen details that develop the story.
- The standard requires students to order story events in an effective way.

① **Differentiation Consideration:** Remind students of their work with W.11-12.3 and writing narratives in Module 11.4. If necessary to support student understanding of the standard, inform students that *The Autobiography of Malcolm X* is a narrative. Then instruct students to consider the following questions:

### What is a narrative?

💬 A narrative is a type of writing that tells a story.

### What are the elements of a narrative?

💬 Most narratives have characters, plot, central ideas, dialogue, description, and reflection.

Explain to students that narratives may be either fiction or nonfiction. A written work that communicates an account of events or experiences (tells a story) is a narrative whether or not the work is true or fictitious.

## Activity 2: Reading and Discussion

**40%**

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

Instruct student pairs to read from pages 1–4 (from “When my mother was pregnant with me” to “hunting birds and rabbits and other game”).

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

**What information does Malcolm X’s story tell about his family?**

Provide students with the following definitions: *disseminate* means “to scatter or spread widely, as though sowing seed,” *prevailed* means “to have been or proven superior in strength, power, or influence,” and *Uncle Tom* means “a black person who is eager to win the approval of white people and willing to cooperate with them.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - ▶ Students write the definitions of *disseminate*, *prevailed*, and *Uncle Tom* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *flaring* means “shining or burning suddenly and briefly,” *funnel* means “to send (something, such as money) to someone or something in usually an indirect or secret way,” and *permit* means “an official document that shows that a person is allowed to do or have something.”
  - ▶ Students write the definitions of *flaring*, *funnel*, and *permit* on their copies of the text or in a vocabulary journal.
- ① The author uses the word “Negro” to describe African Americans throughout the text. Students should use the author’s language when reading or citing textual evidence, but they should avoid using the word “Negro” in discussion when they are not quoting from the text. The author uses the term “Negro”, but subsequent leaders in the Civil Rights Movement objected to the term because of its association with slavery. African American is currently the most popular and widely accepted term used to describe Americans with African ancestry.
- ① Remind students that the author uses the word “nigger” in the text. Students may use the author’s language when reading or citing textual evidence, but they should avoid using the word “nigger” in discussion when they are not quoting from the text as the term is a racial slur. Refer to the Module Overview for more information about how to address the word “nigger” in the classroom.

**How does the author structure the first paragraph of the text to communicate the setting and conflicts of the text?**

- The first paragraph engages the reader by starting in the middle of a terrifying event. It establishes that Malcolm X and his family are the victims of persecution and racist treatment; men surround his house “brandishing their shotguns and rifles” (p. 1) simply because his father is encouraging African Americans to return to Africa. This opening establishes a period of deep racism and prejudice that Malcolm X is about to be born into.

**How does the author introduce the character of Malcolm X’s father?**

- Student responses may include:
  - The author writes that Malcolm X’s father “was not a frightened Negro” (p. 2) who would not be intimidated by racist attacks like those of the Ku Klux Klan or Black Legion.
  - He was a disciple of the separatist Marcus Garvey, and he believed “that freedom, independence and self-respect could never be achieved by the Negro in America” (p. 2).
  - He was determined to be “independent of the white man” so he tried to “lay away savings” to start a store (p. 3).

**What distinction does this description draw between different people within the African-American community at the time?**

- The author is establishing that there were African Americans who can be intimidated by racists such as the Ku Klux Klan and those who could not. He also establishes that “many still are today” (p. 2), making it clear that he believes many African Americans still live in fear and may be dependent on “the white man” (p. 2).

**Why is Malcolm X’s father accused of “spreading unrest and dissention” (p. 3)? What does *dissention* mean in this context?**

- Student responses may include:
  - Malcolm X’s father is spreading the teachings of Marcus Garvey who is “raising the banner of black-race purity” (p. 1).
  - Malcolm X’s father wants to own his own store, which racist white people consider “uppity” (p. 3).
  - Malcolm X’s father believes that African Americans will never be able to have “freedom, independence and self-respect” (p. 2) while they live with white people.

- Student responses should include:

- *Dissention* probably means disagreement or contention.

**What is Malcolm X's opinion of his complexion, and how is that related to the "millions" (p. 3) that Malcolm X would meet?**

- Malcolm X states that he is "the lightest child" (p. 2) in his family and he learns "to hate every drop" (p. 3) of white blood in him. He states his mother was ashamed of her whiteness. Malcolm X looks down on those who feel that light skin is a "status symbol"; he calls them "insane" (p. 3).

**In the first four pages, what is the author making clear about the circumstances of Malcolm X's life?**

- Student responses may include:
  - Malcolm X's family is surrounded by racism and violence that has existed since before he was born. This world is represented by men who "shouted threats" and smashed "every window pane with their gun butts" (p. 1).
  - Malcolm X lives in a world where violence and racism are commonplace and he does not think that he will live a long life. Four of Malcolm X's uncles have met with violent deaths, "three of them killed by white men" (p. 2). He is sure that he will "die by violence" (p. 2) as well.

**How does the author use the events of the first four pages to introduce the ideas of racial tension and inequality?**

- Student responses may include:
  - The text starts with a violent confrontation about race in which an African-American family is warned to stop "spreading trouble" among the "good' Negroes" (p. 1), which establishes that this is a story rooted in racial issues.
  - Malcolm X describes himself as "the lightest child" (p. 2) in his family. He then calls the African Americans who look on lighter skin as a status symbol "insane" (p. 3). The internal conflict and Malcolm X's statement that "still later" he would learn to hate his white blood, implies that Malcolm X's opinion on race may shift over the course of the text.
  - The existence of a "local hate society" (p. 3) in each town and laws that prevent African Americans from being in certain places at certain times establish the deep societal aspects of this racism.

**What might be the "Nightmare" referenced in the chapter title?**

- Student responses may include:



- It refers to the nightmare of the Black Legion attack on Malcolm X's home; he describes it as a "frightening confusion of pistol shots and shouting and smoke and flames" (p. 3).
- It refers to the greater nightmare of segregation and the oppression that Malcolm X's family suffers. The "white police and firemen" (p. 3) who stand around and watch Malcolm X's house burn to the ground, the family members who die "by the white man's hands" (p. 2) paint a grim picture of racism in the United States.

### Activity 3: Quick Write

**20%**

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write and homework writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and that they are to use the same rubric for both Quick Writes and homework writing.

- ① Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses. Quick Write activities continue to engage students in thinking deeply about texts, by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.
- ① Since this is the beginning of the school year, decide how best to collect, organize, and analyze assessments. This can be done through portfolios, journals, notebooks, etc., according to student needs.

Instruct students to respond briefly in writing to the following prompt:

**How does the author make his points clear, convincing, and engaging in the beginning of the text?**

Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 4: Personal Narrative Prompts

**20%**

Explain to students that they will be working with a set of personal narrative prompts that appear on the 2014 Common Application throughout this module. Inform students that the Common Application is an undergraduate college admission application that applicants may use to apply to any of 517 member colleges and universities. Explain that as part of the Common Application, applicants must write a 650-word personal narrative in response to one of several writing prompts. These prompts are meant to engage students in the different potential subjects for writing personal narratives. Over the course of the module, students have an opportunity to work with different prompts as they learn to craft a personal narrative.

Display and distribute the Common Application Prompts Handout and work as a class to deconstruct the first prompt.

**Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.**

Read the prompt aloud, and then instruct students to Think, Pair, Share about the following questions:

**What are the key words in the first Common Application prompt?**

- Students might identify the following key words: *background, story, central, identity, incomplete*.

**Based on these key words, what elements should a personal narrative response to this prompt include?**

- Student responses may include:
  - The word *background* shows that the essay can be about the student's cultural, ethnic, regional, physical, familial, economic, etc. background or history. The student would have to explain and describe his/her background, so explanation and description would be key parts of this essay.
  - The word *story* shows that the essay can be a personal story that defines or is important to the student. A story suggests the essay may have characters, plot, and dialogue.
  - The word *central* demonstrates that the story or background the student chooses must be very important or essential to his/her identity. This means that the essay must communicate the centrality of this background or story either through reflection or a central idea.
  - The word *identity* is the most important key word. It shows that this essay must be about the student's identity or sense of self.
  - The word *incomplete* is like the word *central* and shows that the story is so important that a student could not fully represent him/herself without telling it.

Direct students to form groups of four. These are the “home” groups. Instruct student groups to decide among themselves which group member is responsible for deconstructing which of the following Common Application prompts.

- Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a place or environment where you are perfectly content. What do you do or experience there and why is it meaningful to you?
- Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Direct students to leave their home groups to form “expert” groups, so that groups are now based on the Common Application prompt for which each student is responsible (e.g., all students responsible for the second prompt come together to form a group). Inform students that “expert” groups are those that read the prompts aloud, identify the key words, and determine what each key word indicates about the components of the personal narrative response. Students in each “expert” group become class experts on their Common Application prompt so that they can share their understanding with their home groups.

- ▶ In expert groups, students read their assigned Common Application prompt, identify the key words in the prompt, and determine what those key words indicate about the components of the personal narrative response.

Direct students to return to their home groups to share how they deconstructed the prompt in their expert groups. Lead a brief, whole-class discussion of student responses.

## Activity 5: Closing

**10%**

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapter 1 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Instruct students to prepare possible answers to their questions for discussion.

① **Differentiation Consideration:** If students need additional support in developing their discussion questions, distribute and review the [Text-Focused Questions Handout](#).

Additionally students reread the Common Application prompts and choose a prompt that enables them to write the most compelling story about themselves. Then students write brief responses to the following questions, explaining their choice of prompt.

**What do you want to communicate about yourself to a college admission board?**

**Which prompt will allow you to communicate this information best?**

**Which prompt will allow you to distinguish yourself from among thousands of other applicants? How?**

- ① Consider explaining to students that while they should write about important moments of their lives in response to the Common Application prompts, their responses need not be as intense as the scenes from *The Autobiography of Malcolm X*. Inform students that they will be reading other college essay models throughout the unit to inform their sense of appropriate topics, scope, and tone for a college essay.
  - ▶ Students follow along.
- ① Consider explaining to students that Accountable Independent Reading will begin in 12.1.2 and 12.1.3, so that in 12.1.1 students may read *The Autobiography of Malcolm X* and engage in Accountable Independent Writing outside of class.

## Homework

Read chapter 1 of *The Autobiography of Malcolm X* and develop 2–3 questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Prepare possible answers to your questions for discussion.

Also, reread the Common Application prompts and choose a prompt that will enable you to write the most compelling story about yourself. Then, write brief responses to the following questions, explaining your choice of prompt.

**What do you want to communicate about yourself to a college admission board?**

**Which prompt will allow you to communicate this information best?**

**Which prompt will allow you to distinguish yourself from thousands of other applicants? How?**

## 12.1 Common Core Learning Standards Tool

CCS Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>RI.11-12.1</b>	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.			
<b>RI.11-12.2</b>	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.			

CCS Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>RI.11-12.3</b>	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.			
<b>RI.11-12.4</b>	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 <i>faction</i> in <i>Federalist</i> No. 10).			

CCS Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>RI.11-12.5</b>	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.			
<b>RI.11-12.6</b>	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.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.2</b>	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.			
<b>W.11-12.2.a</b>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			



CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.2.b</b>	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
<b>W.11-12.2.c</b>	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
<b>W.11-12.2.d</b>	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.2.e</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
<b>W.11-12.2.f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
<b>W.11-12.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.3.a</b>	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
<b>W.11-12.3.b</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.3.c</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).			
<b>W.11-12.3.d</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
<b>W.11-12.3.e</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.3.f</b>	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.			
<b>W.11-12.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>W.11-12.5</b>	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.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.6</b>	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.			
<b>W.11-12.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W.11-12.9.b</b>	Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).			

CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>SL.11-12.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			
<b>SL.11-12.1.a</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.			



CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>SL.11-12.1.b</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.			
<b>SL.11-12.1.c</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.			

CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>SL.11-12.4</b>	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.			
<b>SL.11-12.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>L.11-12.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>L.11-12.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>L.11-12.2.a</b>	Observe hyphenation conventions.			
<b>L.11-12.2.b</b>	Spell correctly.			
<b>L.11-12.3</b>	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.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>L.11-12.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.			
<b>L.11-12.4.a</b>	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.			
<b>L.11-12.4.b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>L.11-12.4.c</b>	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.			
<b>L.11-12.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>L.11-12.5.a</b>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.			

## Short Response Rubric

Assessed Standard: \_\_\_\_\_

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text.  Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text.  Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes the most relevant and sufficient textual evidence, facts, or details to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details and/or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

## Short Response Checklist

Assessed Standard: \_\_\_\_\_

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the most relevant and sufficient evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

## Common Application Prompts Handout

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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The following prompts are from the 2014 Common Application:

**Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.**

**Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?**

**Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?**

**Describe a place or environment where you are perfectly content. What do you do or experience there and why is it meaningful to you?**

**Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.**



## Text-Focused Questions Handout

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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### Building effective focus questions:

- The goal of text-focused questions is to develop a thorough understanding of the text through careful examination. A well-developed text-focused question should do the following:
  - Identify a crucial component of the text that is valuable for comprehension.
  - Yield an answer that is more in depth than yes or no.
  - Require textual evidence to answer.

Example:

### What does Malcolm X identify as the cause of his mother's mental breakdown?

- The long harassment of his family by the "state welfare people" (p. 15) whose visits "began to plant the seeds of division" (p. 17) in the minds of his family.

### Using standards to frame questions:

- Throughout the course of this module you will be asked to frame the text-focused questions through the lens of different standards. Keep the language of the individual standards in mind as you craft these questions.

For example, if an assignment asks you to develop 2–3 questions focused on RI.11–12.5, the resulting questions should examine the structure of the text and whether the structure makes points clear, convincing, and engaging.