

Unit: Organizing Evidence (Week 12, 3 Weeks) 

Stage 1 - Desired Results

Standards & Benchmarks**CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Reading: Informational Text**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 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.

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Writing

Text Types and Purposes

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

- W.11-12.1b. 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.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.11-12.2a. 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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 or formal and informal tasks.

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Enduring Understandings

- Even highly compelling evidence will not illustrate the validity of your point or achieve your purpose if it lacks proper organization.
- Outlines present hierarchical order of essay's points.

Essential Questions**Examples****Overarching questions:**

- Why organize evidence?
- What is an outline?

Topical questions:

- How are outlines helpful in writing?
- What is an effective outline?

Content	Skills
<ul style="list-style-type: none"> • Patterns of development: <ul style="list-style-type: none"> -chronological -spatial -emphatic -simple-to-complex • Outline structure: topic outline • Main point vs. supporting point • Components of effective outline • Components of a college application essay - cooperation with College Prep course 	<p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> • Determine which pattern of development is implied in your evidence • Organize evidence according to a patter of development • Outline evidence including main and supporting points • Prepare a topic outline for an expository paper

Stage 2 - Assessment Evidence

Assessment

Formative: Oral: Discussion

Students are provided with a thesis statement accompanied by a scrambled list of supporting points. Students prepare a topic outline for a potential essay, distinguishing between major and secondary points. Students determine which pattern of development is most effective and discuss their conclusions.

Formative: Written: Persuasive

This assessment is a cooperation with College Prep course, unit 500 Words or Less.

Imagine you are applying for college and need to write an essay substantiating why you should be accepted.

- * Generate arguments (main points and supporting points) using one of brainstorming techniques. Base your evidence on questions posed in College Prep course
- * Determine which pattern of development you will use
- * Prepare an outline including main and supporting points
- * Write a short essay based on the outline, including at least three main points.

Summative: Written: Informative

Based on the thesis, supporting points and evidence you generated in previous units, organize evidence and prepare an outline:

- * Decide which pattern of development your evidence implies
- * Organize your main and supporting point in accordance with the pattern selected
- * Prepare a topic outline with main and supporting points following outline formatting

Stage 3 - Learning Plan

Learning Activities	Differentiated Instruction
<ol style="list-style-type: none"> 1. Peer discussion: Students analyze sample essays and deduce patterns of development. 2. Group work and class discussion: Students analyze a sample outline and establish flow of ideas, organization, and formatting guidelines 3. Group work and report: Students, divided into groups, are provided with a sample thesis and points of support. Students decide which pattern of development they would use to develop the organization for the essay. 	<ul style="list-style-type: none"> • Differentiation by Interest • Differentiation of Content

Resources & Tech Integration

Guidelines for outlining: a Checklist

Outline formatting tutorial

Sample outlines

Samples essays

Sets of sample thesis statements with supporting points

 <http://owl.english.purdue.edu/owl/resource/544/01/>

Computer, projector, MS Word, Internet access

