

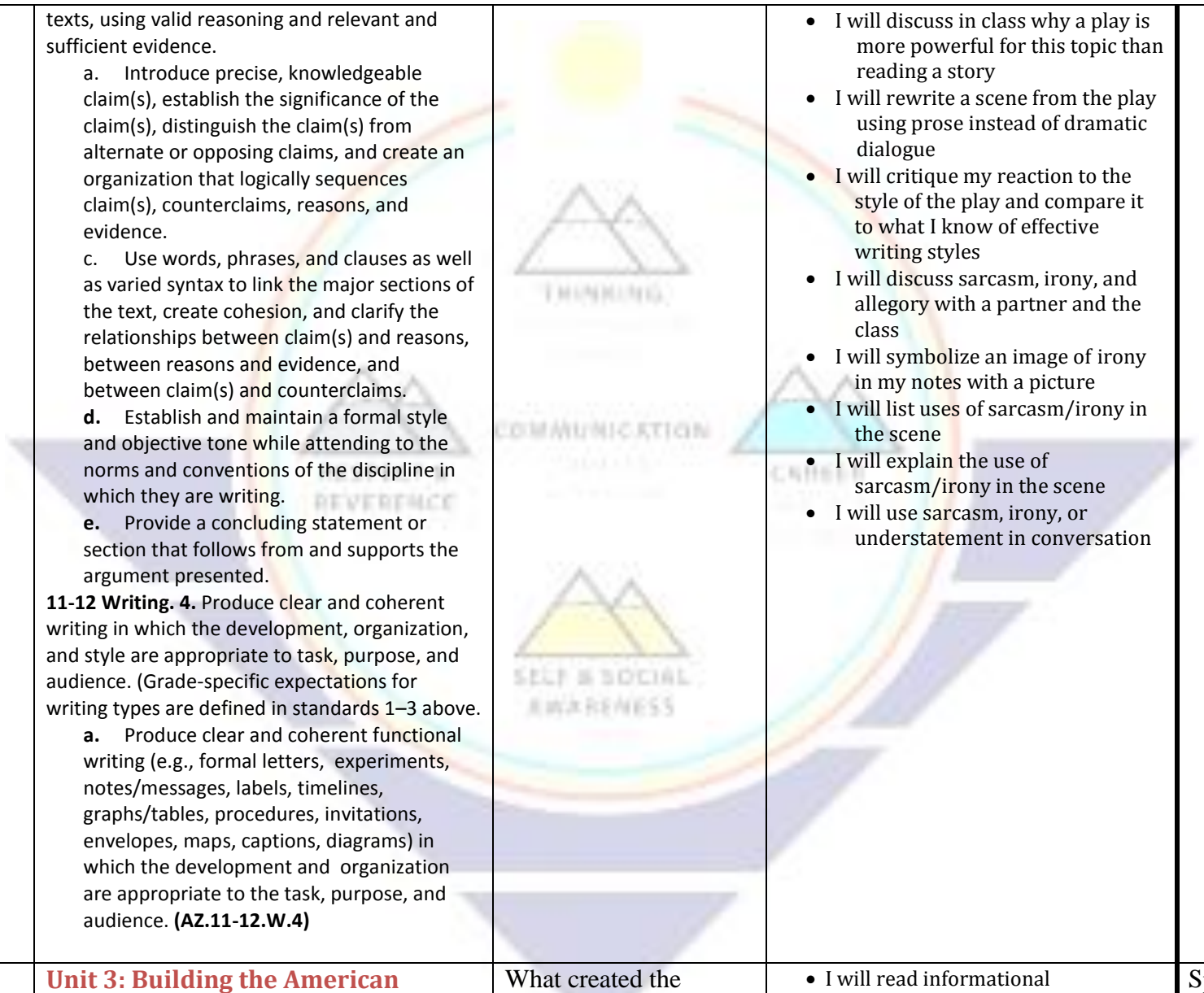
Ganado Unified School District

(Honors English 11/American Literature, Pre-AP)

PACING Guide SY 2014-2015

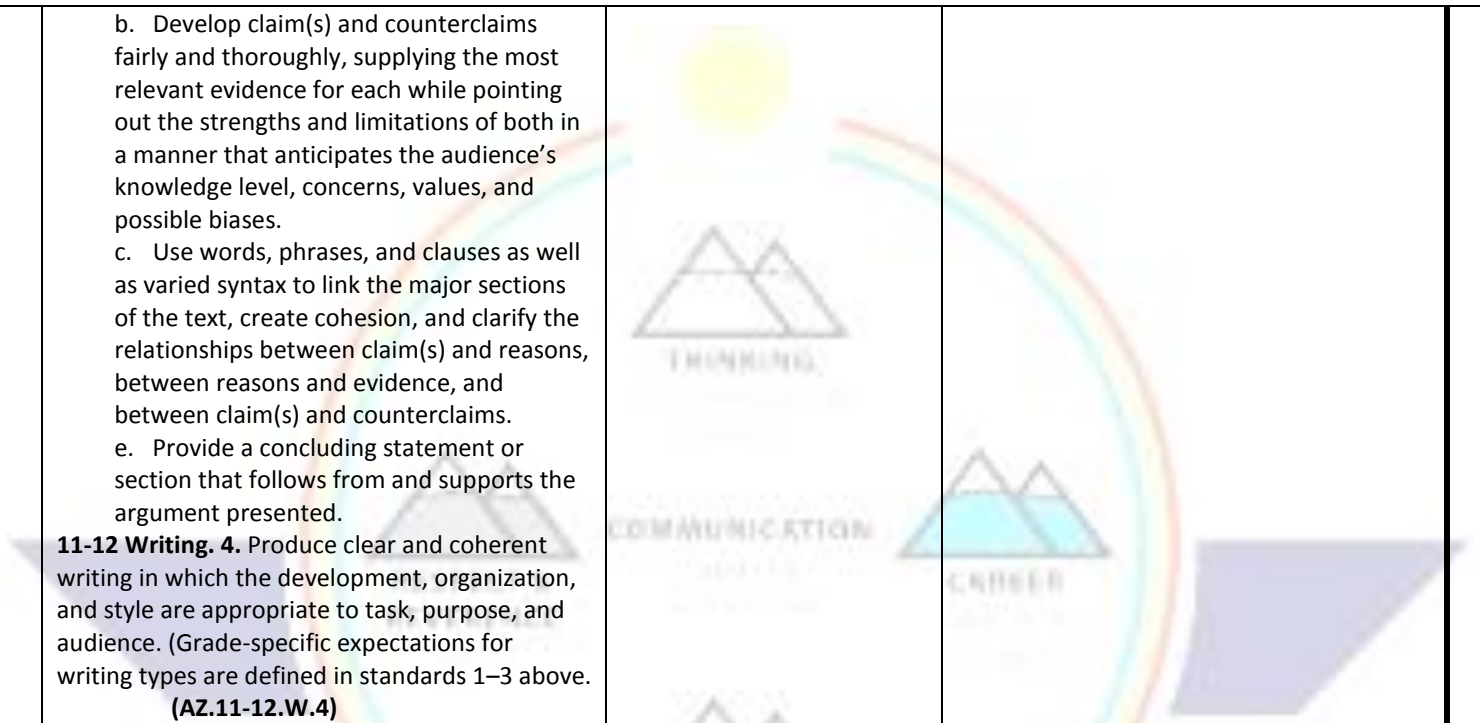
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter 2.5 weeks (August)</p> <p>D.O.V.E formatting, SOAPS, internet, word processing, Lincoln's Gettysburg Address, Kennedy's inaugural address, Mark Antony's Romans lend me you ears speech</p>	<p>Unit 1: Beginning Literary Analysis and recognizing a deeper purpose Reading Literature: Key Idea and Details 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). (11-12.RL.3) Writing: Text types and purposes 11-12. W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a</p>	<p>How do we separate a speaker from the image they project?</p> <p>How do we recognize there is a deeper message in someone's speech?</p> <p>How do we identify with them?</p> <p>Evaluation DOK3 Strategic Thinking Analyze: DOK1 Create 2</p>	<ul style="list-style-type: none"> I will read for understanding of message, purpose, and audience I will use the text to cite examples when I explain my ideas I will understand the author's choices of style and structure I will explain why the structure of a speech impacts the message I will contrast the elements of the speech with other speeches or stories I will create a speech that addresses each of the SOAPS and uses DOVE formatting to support my ideas. I will publish my final draft of my speech 	<p>Support</p> <p>Illustrate</p> <p>Elucidate</p> <p>Transition</p> <p>Translate</p> <p>Citation</p>

	<p>vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			
<p>1st quarter 4-5 weeks</p> <p>Textbook/play book, movie: The Crucible, The Majestic, websites, webquest, teacher's guide, computer, projector</p>	<p>Unit 2: Stop! Think! Read between the lines! The Crucible</p> <p>11-12.Reading Literature.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>11-12.Reading Literature.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>11-12 Reading Literature.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>11-12 Reading Literature.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>11-12 Reading Informational Texts. 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.</p> <p>11-12 Writing.1. Write arguments to support claims in an analysis of substantive topics or</p>	<p>How do you read between the lines of a story to what the writer is really saying?</p> <p>Why do people tell lies about each other to get back at each other?</p> <p>How do you stay true to your beliefs when your life is at stake?</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<ul style="list-style-type: none"> • I will read for understanding of plot, and literary elements and plot it in a graphic organizer • I will discuss the themes and symbols of the story • I will apply the story to other uses-where do I see this other places • I will categorize the characters into groups, and the relationships between those characters • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text • I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will summarize each scene/act of the play • I will discuss what a theme is and what that means to me • I will use graphic organizers to diagram the story and organize my ideas • I will create a physical paper chain of textual citations of a theme • I will understand why authors choose different ways to explain different things 	<p>Allegory</p> <p>Deceit</p> <p>Rumor</p> <p>Witch-hunt</p> <p>Integrity</p> <p>Tragic hero</p> <p>Epiphany</p> <p>Tragic flaw</p> <p>Drama</p> <p>Analyze</p> <p>Metaphor</p> <p>Simile</p> <p>Motif</p>

	<p>texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>11-12 Writing. 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.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)</p>		<ul style="list-style-type: none"> • I will discuss in class why a play is more powerful for this topic than reading a story • I will rewrite a scene from the play using prose instead of dramatic dialogue • I will critique my reaction to the style of the play and compare it to what I know of effective writing styles • I will discuss sarcasm, irony, and allegory with a partner and the class • I will symbolize an image of irony in my notes with a picture • I will list uses of sarcasm/irony in the scene • I will explain the use of sarcasm/irony in the scene • I will use sarcasm, irony, or understatement in conversation 	
<p>2nd quarter 2 weeks</p>	<p>Unit 3: Building the American Dream?</p>	<p>What created the American Dream?</p>	<ul style="list-style-type: none"> • I will read informational essays/newspaper articles about the Constitution 	<p>Speech</p>

<p>October</p> <p>Textbook, copies of Constitution, Declaration of Independence, Common Sense, Patrick Henry's Speech to the Virginia Convention, computer, projector</p>	<p>11-12 Reading Literature.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>11-12 Reading Informational Texts. 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.</p> <p>11-12 Writing.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>f. 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.</p> <p>g. 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.</p> <p>h. 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.</p>	<p>What is the American Dream?</p> <p>How does the American Dream apply to us?</p> <p>How do you read government/legal texts?</p> <p>Why do we care what the founding documents say?</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<ul style="list-style-type: none"> • I will apply/compare that to another era in world history/literature • I will understand why authors choose different ways to explain different things • I will critique my reaction to the writing style and compare it to what I know of effective writing styles • I will introduce my argument and create reasons why I am correct • I will keep a formal style while debating, writing my arguments • I develop claims that are detailed and supported by textual evidence • I will develop an argument that is focused and purposeful to the task at hand • I will help create a constitution for a made up country/colony 	<p>Expository</p> <p>Informative</p> <p>Founding documents</p> <p>Inflammatory</p> <p>Evaluate</p> <p>Analyze</p> <p>Justify</p> <p>Support</p> <p>Argument validation</p>
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	j. Provide a concluding statement or section that follows from and supports the argument presented			
2 nd quarter 6 weeks <u>Scarlet Letter</u> , Scarlet Letter Teacher's Guide, computer, projector, Late Oct- December	<p>Unit 4: Searching for the Dream?</p> <p>11-12 Reading Literature.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. (11-12.RL.1)</p> <p>11-12 Reading Literature.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>11-12 Reading Literature.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. (11-12.RL.2)</p> <p>11-12 Reading Informational Texts. 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.</p> <p>11-12 Writing.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p>	<p>When is the right time to come forward with the truth?</p> <p>What does keeping a secret do to you emotionally, mentally, physically?</p> <p>Why should we do the right thing when people consider it wrong?</p> <p>Why is Scarlet Letter banned in many places?</p> <p>Would you ban it? Explain</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<ul style="list-style-type: none"> • I will read for understanding of plot, and literary elements. • I will discuss the themes and symbols of the story • I will categorize the characters into groups • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text • I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will understand why authors choose different ways to explain different things • I will rewrite a scene from the story using drama instead of prose • I will develop an argument on my views about a character and use textual support • I will introduce my argument and create reasons why I am correct • I will read analyses of the text and argue whether I agree or disagree with the ideas. 	<p>Sarcasm</p> <p>Wit</p> <p>Gothic Romance</p> <p>Romanticism</p> <p>Banned</p> <p>Dialect</p> <p>Dialectic</p> <p>Effective</p> <p>effect</p> <p>Narrative</p> <p>Didactic</p> <p>Puritanical</p>

	<p>b. 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.</p> <p>c. 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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>11-12 Writing. 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. (AZ.11-12.W.4))</p>			
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Ganado Unified School District (English 11/American Literature)

PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>2nd semester: 3rd Quarter: 2 weeks</p>	<p>Unit 5: Growing the American Dream? 11-12 Reading Literature.3. Analyze the impact of the author's choices regarding how to</p>	<p>How does Naturalism, Romanticism, Transcendentalism</p>	<ul style="list-style-type: none"> I will read informational essays/newspaper articles about the Civil War and Western Expansion 	<p>Naturalism</p>

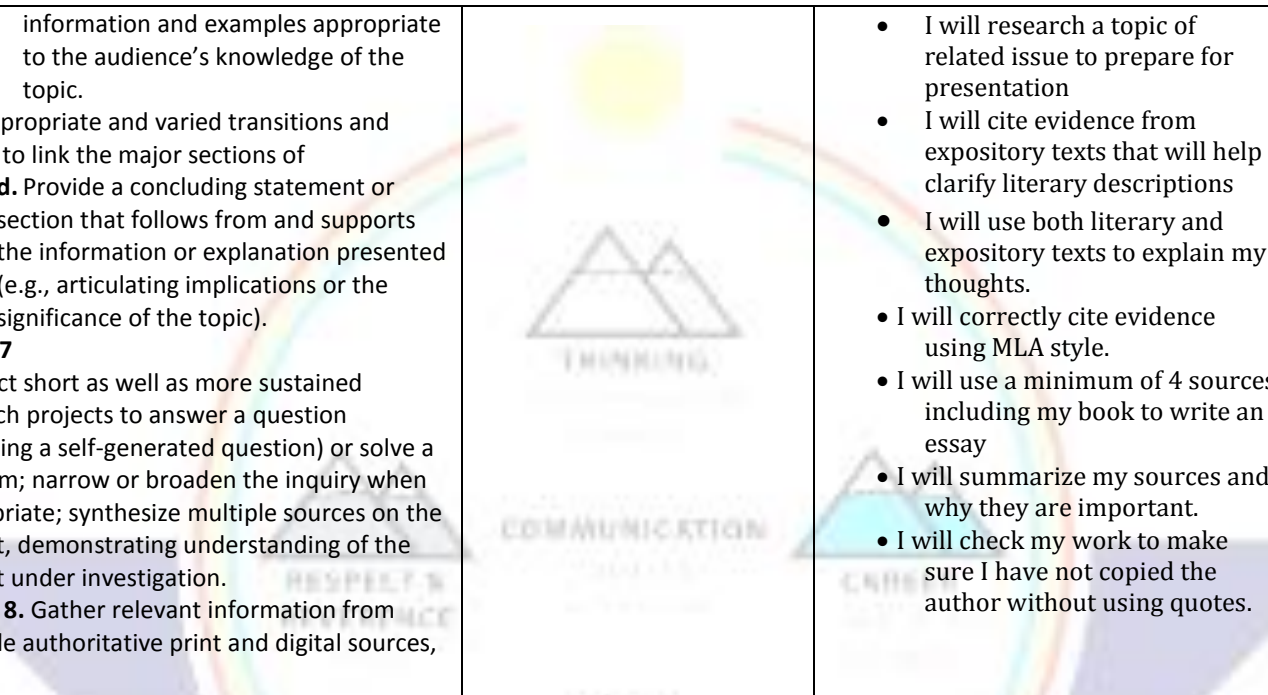
<p>January</p> <p>examples handout short stories, computer, projector</p> <p>Dickinson, Thoreau, Emerson, Poe, Key, O'Henry, Crane, Lincoln</p> <p>Naturalism Gothic Romance Transcendentalism Romanticism</p>	<p>develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>11-12 Reading Informational Texts. 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.</p> <p>11-12 Writing.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. 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.</p> <p>c. 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.</p> <p>11-12 Writing. 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.</p> <p>b. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization</p>	<p>reflect the changing American Dream?</p> <p>Why does the American experience change through the ages?</p> <p>How do certain ideals repeat through time?</p> <p>Why does history repeat itself?</p>	<ul style="list-style-type: none"> • I will apply/compare that to another era in world history/literature • I will understand why authors choose different ways to explain different things • I will discuss in class why a play is more powerful for this topic than reading a story • I will rewrite a scene from the play using prose instead of dramatic dialogue • I will critique my reaction to the style of the play and compare it to what I know of effective writing styles • I will develop an argument that is focused and purposeful to the task at hand • I will examine my audience and write for them • I will keep a formal style while debating, writing my arguments 	<p>Romanticism</p> <p>Gothic</p> <p>Transcendentalism</p> <p>Dissect</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p>Assonance</p> <p>Counterpoint</p> <p>Foil</p>
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	are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)			
<p>3 weeks</p> <p>Text, internet, word processing, photographs - depression and war years Short Stories- Hemingway and Steinbeck</p>	<p>UNIT 6: Struggling with broken dreams</p> <p>Reading Literature: Key Idea and Details</p> <p>11-12.RL.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. 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). (11-12.RL.3)</p> <p>Reading Informational Texts: Key Ideas and Details: 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. (11-12.RI.1)</p> <p>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. (11-12.RI.3)</p> <p>Craft and Structure: 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. (11-12.RI.5)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content</p>	<p>How can you analyze a text when there aren’t words?</p> <p>What story is being told in a picture?</p> <p>How do you read a picture?</p> <p>Why are pictures worth “a thousand words”?</p>	<ul style="list-style-type: none"> • I will “read” for understanding of plot, and literary elements. • I will discuss the themes and symbols of the picture • I will apply the picture to other uses • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text story and use citation to support the visualization of that theme • I will understand the author’s choices of style and structure • I will explain why the structure of a story impacts the picture • I will contrast the elements of the story with other stories • I will critique the author’s effectiveness • I will summarize the author’s message in speeches, photographs, letters and expository texts. • I will analyze and explain why the particular structure was needed and explain in writing and verbal form • I will diagram the structure and it’s purpose I will analyze the organization of arguments by putting it in organizer form and explaining how it is effective 	<p>Foreground</p> <p>Background</p> <p>Rule of 3rds</p> <p>Contrast</p> <p>Depression</p> <p>Dust bowl</p> <p>War theater</p> <p>Perception</p> <p>Perspective</p> <p>Horizon</p> <p>Focal point</p>

	contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6)			
<p>3rd Quarter continued 4-5 weeks (may continue into 4th quarter)</p> <p>Examples of Student congress bills, Robert's Rules of Order handouts, proxima, PowerPoints Bill/resolution templates (</p>	<p>UNIT 7: Rhetoric and you</p> <p>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. (11-12.RI.6)</p> <p>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. (11-12.RI.7)</p> <p>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.</p> <ol style="list-style-type: none"> 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. 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. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the 	<p>Why is it important to know that people aren't always as straight forward as they appear?</p> <p>How do we read legal documents like bills or resolutions?</p> <p>How do we write for a very formal audience?</p> <p>Why should everyone get a chance to speak their minds?</p>	<ul style="list-style-type: none"> I will analyze formal/legal writing to find structure, audience, usage, purpose, and speaker I will research an issue important to me to come up with a solution, and an actionable plan for the implementation of the plan. I will write about my issue in several ways focusing on purpose and who my audience is. I will write in a formal manner making sure I do not use jargon or personal pronouns I will use MLA format I will check my work to make sure I have not copied the author without using quotes. 	<p>Rhetoric</p> <p>Legalese</p> <p>Audience</p> <p>Persona</p> <p>Occasion</p> <p>Subject</p> <p>Resolution</p> <p>Parliamentary procedure</p> <p>Motion</p>

	<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>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). (11-12.W.2)</p> <p>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. (11-12.W.4)</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization</p>			
<p>4th Quarter 5-6 weeks</p>	<p>UNIT 8: Shattering the Dream Reading Literature: Key Idea and Details</p> <p>11-12.RL.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>What happens when goals/dreams shatter?</p> <p>How do you choose your dreams?</p> <p>What makes a good dream?</p>	<ul style="list-style-type: none"> • I will read for understanding of plot, and literary elements. • I will discuss the themes and symbols of the story • I will apply the story to other uses • I will categorize the characters into groups • I will use the text to cite 	<p>Postmodern</p> <p>Jazz age</p> <p>Bootleg</p> <p>86ing</p>

	<p>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. (11-12.RL.2)</p> <p>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). (11-12.RL.3)</p> <p>Reading informational Text: Craft and Structure</p> <p>11.RI.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.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>11.W. 2</p> <p>3. 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.</p> <p>a. 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.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other</p>	<p>Is it possible to get back what was lost?</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<p>examples when I explain my ideas</p> <ul style="list-style-type: none"> • I will explain my inferences using the text • I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will understand the author's choices of style and structure • I will explain why the structure of a story impacts the story • I will contrast the elements of the story with other stories • I will discuss what a theme is and what that means to me • I will summarize each chapter of the story • I will take Cloze notes on the articles about the Jazz Age • I will analyze the structure of the writing to evaluate effectiveness • I will organize thoughts in a graphic organizer about the author's arguments • I will identify and explain examples from the text that exemplifies the structure and arguments. • I will research about the Jazz Age, F. Scott Fitzgerald, and related topics • I will explain the significance of prohibition and the Jazz Age 	<p>Speakeasy</p> <p>Discrimination</p> <p>First person shifted focus</p> <p>Explanatory</p> <p>Valid</p> <p>Reliable source</p>
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	<p>information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of</p> <p>d. 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).</p> <p>11-W.7</p> <p>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.</p> <p>11. W. 8. Gather relevant information from multiple authoritative print and digital sources,</p>		<ul style="list-style-type: none"> • I will research a topic of related issue to prepare for presentation • I will cite evidence from expository texts that will help clarify literary descriptions • I will use both literary and expository texts to explain my thoughts. • I will correctly cite evidence using MLA style. • I will use a minimum of 4 sources including my book to write an essay • I will summarize my sources and why they are important. • I will check my work to make sure I have not copied the author without using quotes. 	
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