

An Oklahoma Renaissance

12th Grade ELA Frameworks



Designed

by

Shanna Mellott

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Dear Fellow Oklahoma Teachers:

We have an opportunity in our state to show others that Oklahoma teachers can create and design unit lesson plans using the Oklahoma Academic Standards. I see this time as an Oklahoma Renaissance. Read the standards, but don't read the standards as a checklist like PASS. Designing curriculum using OAS is like following a recipe; the ingredients are the standards, and combining all eight standards make the perfect unit.

These two frameworks show how I use the Oklahoma Academic Standards and the progression of the units. My units 4-5 week units that begin in August and end in May. Students write about their career choices, interests, or talents, and they also decide what kind of paper they will write for their research paper. I hope these frameworks help you create units that use the standards that support your students.

Sincerely,

Shanna Mellott
English Teacher
Cache High School
Twitter: [@lsmellott](https://twitter.com/lsmellott)
shanna.mellott@cacheeps.org
Voxer: [slmellott25](https://voxeer.com/u/slmellott25)
Choosetheroadnottaken.blogspot.com

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An Oklahoma Renaissance

Recursive skills are used in each unit.

Emphasize independent reading & writing.

Note how the standards are recursive.

Apply the five components of literacy.

Individualize the curriculum for students.

Start the unit with the end in mind.

Strengthen with with real-world connections.

Assess using formative & summative options.

Navigate through the standards & bundle them.

Collaborate with teachers to update ideas.

Encourage the use of different technologies.

“The Big Idea”

Brief Summary of Unit:

In this unit, students will choose an idea to write about for the year. The ideas include career choices, learning something new, reading about their talents, or creating a new idea. They will read poetry and nonfiction that will hopefully help them with their decisions, and they will write at least two blogs about what they have learned. At the end of the unit, students will reveal their big idea using a form of technology or a creative approach.

Bundling the Standards

Speaking and Listening:

12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

12.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

Reading and Writing Process:

12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

12.2.W.5 Students will use resources to find correct spellings of words.

Critical Reading and Writing:

12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

Vocabulary:

12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references.

Writing:

12.4.W.2 Students will select appropriate language to create specific effect according to purpose of writing.

Research:

12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style and avoiding plagiarism.

Language:

12.5.W.1 Students will write using correct mechanics.

12.5.W.2 Students will compose simple, compound, complex, and compound/complex sentences...

12.5.W.3 Students will demonstrate a command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Multimodal Literacies:

12.7.R.1 Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

12.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.

Independent Reading and Writing:

12.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

12.8.W Students will write independently over extended periods of time..reflection (blogs).

Essential Questions:

What do I want to do after high school? What do you do with an idea?

Performance Task:

At the end of the unit, students will reveal their topic at The Big Idea Party. Students will discuss what it is, why they chose it, and what they have found out about it. Their presentations must be at least two minutes long. Some examples of presentations include a commercial, a skit, I-Movie, a creative story or poem, a Prezi, a podcast, or a collage of pictures.

Other Assessment Evidence:

ACE Questions
Socratic Seminars
Weekly Blogs

Much Ado about Reading:

Nonfiction:

[Should Everyone Go To College?](#) by Isabel Sawhill

[Running head: THE AMERICAN DREAM 1 The ...](#) by Brandon King

“Are too Many People Going to College?” by Charles Murray

[AUTHOR: MIKE ROSE TITLE: Blue-Collar Brilliance](#)

Poetry:

[The Road Not Taken - Poetry Foundation](#) by Robert Frost

[To an Athlete Dying Young - Poetry Foundation](#) by A.E. Housman

“Of Studies” by Francis Bacon

[Desiderata - Words for Life by Max Ehrmann - Famous ...](#)

Multimodal Literacy:

[Matt Cutts: Try something new for 30 days | TED Talk | TED.com](#)

[Adora Svitak: What adults can learn from kids | TED Talk ...](#)

How to Know Your Purpose in 5 Minutes <https://youtu.be/vVsXO9brK7M>

Academic Words in Waiting: (Make a Word Wall for your room)

Annotate, imagery, personification, simile, metaphor, rhyme scheme, diction, MLA format, blog, edit, revise, publish, complex sentence, compound sentence, compound/complex sentence, coordinating conjunctions, summary, reflection, note cards, source cards, connotation, denotation,

Learning Plans

Week 1

Preparing for the Big Idea

Day 1: Students take notes over compound, compound-complex, and complex sentences, academic words, MLA format, and plagiarism in review stations. At the end, assign each group information to present for discussions.

Day 2: Students review what was already discussed in class. Model how to annotate, how to ask questions, and to practice the ACE strategy using the article [Should Everyone Go To College?](#) Students repeat these strategies with the article [AUTHOR: MIKE ROSE TITLE: Blue-Collar Brilliance](#). To practice sentence variety, they should answer questions using compound and complex sentences.

Day 3: Students will participate in a Socratic Seminar using their questions and answers. Make sure to go over the rubric. The first one is for practice, and the second one is for a grade.

Day 4: Read and discuss [The Road Not Taken - Poetry Foundation](#) by Robert Frost. Then, watch “How to Know Your Life Purpose in 5 Minutes”

<https://youtu.be/vVsXO9brK7M> . Discuss the questions from the video: Who are you? What do you want to do? Who do you do this for? What do they want or need? How do they change? Introduce why people blog and how to blog.

Day 5: Students type their blogs discussing their interests, possible career choices, talents, and what direction they want to go. Students use at least one example for each sentence: compound, complex, and compound/complex. Make sure to have a rubric available for the students to follow.

Week 2

Reading about It

Day 6: Pass back the blogs and the rubric. What I would do is make a list of grammatical mistakes that were made and have students edit their blogs. Use the Writer’s of the Round Table Assessment. As students are editing papers, have music playing that relates to reflection and making a change.

Day 7: Break students into five groups, and give each group a stanza from the poem “Desiderata.” Students annotate the stanza defining words, marking and explaining figurative language, relating ideas to their lives and the real-world, and writing a GIST statement using one of the sentences discussed in class. They share the information with the other groups. Relate the information back to their Big Idea.

Day 8: Pass out note cards and source cards. Show students how to do a citation and a works cited for a book. Students choose a book from the library that relates to their idea. If time, they do independent reading for the rest of the hour.

Day 9: Independent Reading Day–Students read for 25 minutes, create a source card and a note card for the book, and do elevator speeches about what they read.

Day 10: Students write another blog using the rubric. This week, they summarize what they read and relate the information to themselves and the real-world. They also incorporate a couple of citations, a compound and complex sentence, and a works cited.

Week 3 Big Idea Week!

Day 11: Use the Writer’s of the Round Table assessment. Students edit their blogs for any grammatical mistakes. Discuss how to correct the mistakes.

Day 12: Go over rubric for the The Big Idea Party! Read the book *What Do You Do With An Idea?* Give them a space where they can plan or discuss with other students some ideas on how to present the idea: chalkboard, whiteboard, or just paper. They have to plan it out first. Students make goals for what they will accomplish the two days they will work on the Big Idea.

Day 13: Independent Work Day–Students discuss at the end of the hour what they accomplished.

Day 14:Independent Work Day–Students discuss at the end of the hour what they accomplished.

Day 15:The Big Idea Party! Students reveal their ideas in two minute presentations.

“Decide and Define it”

Brief Summary of Unit:

As students read through *Beowulf*, they will practice defining ideas in the Epic poem: courage, heroes, and obstacles. This practice will help them prepare for a definition essay. The following comma rules will also be covered in this unit: series, prepositional phrases, transitions, and introductory words. The definition essay and the presentation of it are the final assessments for this unit.

Essential Questions:

What are some ways to define an idea?

Performance Task:

Students will write a definition essay and present the information in the form of a piece of art, music, or technology. The definition essay and presentation will contain the denotation and connotation, an anecdote, and three real-world examples describing the idea.

Other Assessment Evidence:

Socratic Seminar
Writers of the Round Table
ACE Strategy
Note cards/Source cards
Jenga questions

Much Ado about Reading:

Anchor Text: [Beowulf](#)

Supplemental Texts:

Two books that relate to the idea

Academic Words in Waiting:

Tone, theme, source cards, note cards, formal outline, alliteration, symbolism, imagery, conflicts, plot, prewriting, writing, editing, revising, publishing, MLA format, denotation, connotation, anecdote, epic hero, foreshadow, thesis statement, hyperbole,

Week 1
Prepare and Practice

Day 1:

Introduce the comma rules and academic words covered in this unit using the Act It Out assessment. Each group will be given a comma rule and a couple of words. They have to come up with a creative way to show both ideas. Students take notes during each performance.

Day 2:

Have pictures of the different types of heroes hanging around the room. Have students complete a gallery walk where they write on paper what makes that person a hero. The different types of heroes include epic, chivalric, comic, anti-hero, super, and everyday. Focus on denotation, connotation, hyperbole, and anecdote that would help define the ideas. Relate it to this video, [YouTu.be/UD51mcnc9Hg](https://www.youtube.com/watch?v=UD51mcnc9Hg).

Day 3:

Read and annotate “Beowulf’s Boast.” Look for genealogy, acts of courage, greatest achievement, and victory over enemies. Students have to plan out their boasts about themselves.

Day 4:

Students write their own boasts. Their boasts must contain at least three comma rules, compound sentence, and a complex sentence. Include the denotation and connotation of a word that describes them, an anecdotal story, and a real-life experience. Focus on hyperbole, imagery, and simile.

Day 5:

Students share their boasts in the Mead Hall, which means the classroom. Be creative and make it look that way. Use a rubric to grade the boasts.

Week 2
Let's Get Ready to Rumble

Day 1:

Have the students analyze a piece of art that represents a hero against a villain. If you can find one to represent Beowulf vs. Grendel, that would be a better choice. You can use the OPTIC strategy or write denotation, connotation, anecdotes, and “real-life” examples on paper hanging on the wall. Read Beowulf vs. Grendel. Fill out the information on the paper: denotation, connotation, anecdotes, and “real-life” examples. Words that can be used are hero, villain, monster, or courage. They practice the sentence patterns and comma rules while doing this activity.

Day 2:

As students enter into the room, break them into either Team Beowulf or Team Grendel’s Mother. Read Beowulf vs. Grendel’s mother.

Day 3:

Read Beowulf vs. the Dragon.

Day 4:

Students work in groups putting together puzzle pieces that create a formal outline. Discuss how to put a formal outline together and tell them to use denotation, connotation, anecdotes, and “real-life” examples of what they are defining. Students work on creating a formal outline.

Day 5:

Students turn in their outlines. Introduce how to use the Oklahoma Digital Public Library. Students will have to use one digital and one print source to write their essays. Go over again how to use note cards and source cards again, and the students read and fill out the cards. For the digital source, students will have to annotate it before making the cards. Annotating the article is part of the grade for source cards & note cards.

Week 3 Reading, Research, and Writing

Day 1

Students work on the cards and matching it to the formal outline. This is an independent work day. Instead of turning in their cards and outline, students will explain what they are writing about and how the sources will be used in the paper.

Day 2

Independent work day. Computer lab for typing essay on Google Docs. Essays must include the sentence patterns and comma rules.

Day 3

Independent work day. Copies of essays due at the end of the hour.

Day 4

Writers of the Round Table activity. Go over the checklist with the students and what is expected for them to do. Students peer review essays using a checklist.

Day 5

Students revise and edit their essays and outlines. Students submit their essays on turnitin.com.

Week 4 An Essay and a Speech

Day 1

Go over the presentation requirements for their essays. Students work in the Computer lab or in the classroom creating what they will use to show off their ideas.

Day 2

Students work and finish the presentation. They can practice if there is time.

Day 3

Students present their definition essays.

Formative Assessments

ACE Strategy

Use the High Frequency Words from Heidi Hayes Jacobs' book *Active Literacy Across the Curriculum*. Students make up questions using these words. They answer, cite textual evidence using the MLA format, and explain it.

Act It Out

Each group is given a word or a grammar rule to act out.

Writers of the Round Table

Set the tables, chairs, or desks in a big circle. Make sure students have an editing and revising page to help with this assignment. Students edit and revise their prose. They pass their papers around in the circle and edit and revise prose for at least 10 minutes at a time.

Elevator Speeches

Pair the students up with a partner. They have 30 seconds to deliver information to their partners. They have to get their point across within that time. After 30 seconds, the students switch roles.

Four Corners

Place Agree/Strongly Agree/Disagree/Strongly Disagree signs in the corners of the classroom. Ask students to take a position on a statement by moving to the corner that best signifies their responses to it. Once students have selected their corners, call on them to justify their positions. Students may change corners at anytime as their opinions change.

GIST Statements

Students summarize the information in 20 words or less. To make it more difficult, they would have to summarize using exactly 20 words.

Jenga Questions

As students walk into the room, give them a Jenga piece. Each Jenga piece has a question written on it. These questions relate to the literature read in class and will be used as conversations starters. When the question is answered,

students can build the tower. Another way is to have the tower already built; students take turns take out a piece and answering a question.

Note Cards

Students write the topic, the textual evidence, a summary, or a paraphrase with the author's last name and the page number. The cards are numbered to match the source cards.

OPTIC

Use this strategy with visual representations. The O means to look it over and summarize the action without analyzing it. The P represents the part of the picture. Break it down into sections like color, objects, and lighting. The T stands for relating the title to the picture. How does it add to the understanding of it? The I means interrelation. Note how everything relates in the picture. The C means to come up with a conclusion that explains the meaning or argument the artist is trying to show.

Socratic Seminars

There are many variations to this strategy. Give the students a reading assignment and have them use the ACE strategy that has them ask questions and support their answers using textual evidence.

Break them into an inner circle and an outer circle. Students in the inner circle will discuss the text for five to ten minutes while the students in the outer circle write down what they noticed during the discussions. Then, have student change places and roles.

Source Cards

Students keep information about their sources on cards. They follow the MLA format for documenting a book or an internet source. The cards are numbered to match the note cards.

Digital Resource Suggestions

- ❑ EasyBib.com - a great resource for citation and research guidance.
- ❑ Oklahoma Department of Libraries - the official state library of Oklahoma.
- ❑ [OWL \(Online Writing Lab\)](http://OWL (Online Writing Lab)) - an invaluable resource for writers, includes guidance documents and a terminology glossary.
- ❑ TurnItIn.com -an online feedback system dedicated to support writers' growth.

Print Resource Suggestions

Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring New Skills*. New York: Trafford Publishing, 2004. Print.

Jacobs, Heidi Hayes. *Active Literacy Across the Curriculum*. New York: Routledge, 2006. Print.

Wettrick, Don. *Pure Genius: Building a Culture of Innovation and Taking 20% Time to the Next Level*. San Diego: Dave Burgess Consulting, Inc. 2014. Print.

Yamade, Kobi. *What Do You Do With An Idea?* Compendium Inc., 2014: Print.