

WRITING SKILLS SCAFFOLD GRADES 7-12

River Dell Regional School District

Analytical Writing Through Studying Film 2019



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The highlighted text in the chart below indicates the increase in skill development across grade level

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Introduction

Unit 1: Narrative Structure and the Mythic Journey

Unit 2: Character Structure and Mythic Heroes & Villains

Unit 3: Thematic Structure and Meaning

Unit 4: Genre Studies and Variations of Myth

- (Focus on different genres every year)
 - Biographical Films
 - Documentaries
 - Westerns
 - Crime Films
 - Romantic Comedy
 - War Films

Appendix Writing Skills Scaffold Grades 7-12

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I. Synopsis

In order for students to effectively understand films as a literary device and how to enhance their writing through the study of film, they must master a combination of both theoretical and practical concepts. The vast majority of films produced over the last century follow a framework of the mythic structure, outlined by Joseph Campbell, that corresponds to the story-telling technique used in all forms of popular communication, whether written, visual or oral. Studying these concepts, students will be able to identify the structures, themes, and motifs common to all these literary forms. As a result, they will be able to develop and refine their ability to better communicate through expository, informative and persuasive writing.

II. Philosophy & Rationale

Films, both live and animated, are a medium through which humans have sought to communicate their beliefs, challenge confusing realities, define their identities, and ultimately connect with each other. Films that at first may appear confusing, thematically contradictory and narratively chaotic will be broken down in order for students to recognize the order emerging from the chaos. They will be able to use the rules of story-telling and construction, character arcs and thematic arcs to organize and express their thoughts while realizing that for any question they may have about a literary form, there is more than one correct answer. Additionally, because communicating in today's world is based more than ever on the ability to respond to a combination of written text along with spoken and visual messages, learning to decipher the written word and the spoken word along with the language of visual images, to discover shared meanings, then to convey an understanding of them through both traditional writing and the creation of other image responses are essential skills that will be used throughout students' lives.

A. Reading Scaffolding

Based on research on reading from the past forty years, the River Dell Regional Schools English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better, when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

B. Writing Scaffolding

Writing instruction in the River Dell Regional Schools English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

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C. Writing Resources

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

Each writing assignment is supported with a clear writing expectation as represented in the sample writing rubric: *Carnegie Mellon Reflection Writing Rubric* <https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/reflectionpaper-cfa.pdf> and Turnitin Rubrics <http://turnitin.com/>

D. Learning Objectives

Teachers use The New Jersey Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. The comprehensive standards are available at <http://www.state.nj.us/education/cccs/2016/ela/>. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf>.

III. Scope & Sequence

There are four thematic based units (Units 1-4); the goal is to study each unit within one marking period.

Unit 1: Narrative Structure – Marking Period 1

- *Oktapodi (short)*
- *The Sorcerer’s Apprentice (short)*
- *The Great Train Robbery (short)*
- *Shrek*
- *Jaws*
- *Finding Nemo*
- *Toy Story*
- *Chubb Chubbs (short)*
- *Misery*
- *There’s Something About Mary*

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Unit 2: Character Structure – Marking Period 2

- *Room*
- *The Fugitive*
- *Superbad*
- *Silence of the Lambs*
- *Ex Machina*
- *Elf*
- *Session Man (short)*
- *The Departed*

Unit 3: Thematic Structure & Myth – Marking Period 3

- *Up*
- *No Country for Old Men*
- *Red Balloon*
- *Baby Driver*
- *Shakespeare in Love*

Unit 4: Genre Studies – Marking Period 4

- *Westerns (chosen from the following):*
 - *Django Unchained*
 - *High Noon*
 - *True Grit*
 - *Unforgiven*
- *Biographical Pictures (chosen from the following):*
 - *Almost Famous*
 - *Ray*
 - *Ray*
 - *The King's Speech*
 - *The Social Network*
- *Documentary*
 - *Murderball*
- *Crime (chosen from the following):*

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- *Dark Knight*
- *Inception*
- *Ocean's 11*
- *Pulp Fiction*
- *Shawshank Redemption*
- *Shutter Island*
- *Usual Suspects*
- War (*chosen from the following*):
 - *Inglorious Basterds*
 - *Saving Private Ryan*

Continuous Skill Sets that are taught throughout the school year in each unit:

Set 1: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Set 2: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Set 3: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

Set 4: Film Analysis

1. Dissect movies in the same way they dissect novels, short stories or poetry.
2. Understand how and why movies elicit their emotional impact
3. Analyze elements of screenwriting, production, and post-production

IV. RESOURCES:

- A membership with Netflix will be required.
- Students will choose five (5) films at the beginning of the year as favorites for viewing and apply what they have learned to their choices.

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- Books: *The Writer’s Journey: Mythic Structure for Storytellers and Writers* by Christopher Vogler; *Adventures in the Screen Trade* by William Goldman; *Misery* by Stephen King.

V. MODIFICATIONS:

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional aides or guided notes online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

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ANALYTICAL WRITING THROUGH STUDYING FILM

UNIT 1: NARRATIVE STRUCTURE (9 WEEKS)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. 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.

RL.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

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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.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. 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).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

A. 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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A.** Observe hyphenation conventions.
 - B.** Spell correctly.
- L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.** Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- A.** 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.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - C.** 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.
 - D.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B.** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 8.1.12.IC.1:** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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BIG IDEAS/COMMON THREADS

No two films are alike, yet, they share the same rules of narrative structure through which stories have been told for years. The hero starts out in his well-defined, ordinary world only to see that comfort zone shattered, then he spends the rest of the movie trying to re-establish that original world. However, during the journey the hero discovers that what he thought he wanted is replaced by something much deeper. To complicated matters, the antagonist quests for the same thing, forcing the hero into a situation where he must fight for what he most desires.

ENDURING UNDERSTANDING

The archetypal story unearths a universally human experience, then wraps itself inside a unique, culture-specific expression as opposed to a stereotypical story, which confines itself to a narrow, culture specific experience wrapped in nonspecific generalities.

CORE ASSESSMENTS

- **Expository writing assignment – “The Feeling of *Finding Nemo*”**
- **Analytical essay – “How Toy Story is Defined by Obsessions**

ESSENTIAL QUESTIONS

- What makes a story universal?
- What are the archetypes that have been used to convey essential stories since the beginning of time?
- What are the basic elements of storytelling?
- How and why do these story elements work?
- What are the basic beats of a movie and how do they work to formulate a story?
- How many plot lines exist and how are infinite variations in these plots created and sustained?
- Is there such a thing as narrative formula?
- Is that formula good or bad?
- What attributes to all good stories share?

LEARNING OBJECTIVES

Students will be able to...

- Understand how movie plots are constructed.

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- Explain the guidelines that define story types and genres.
- Identify how beats makes scenes, scenes make sequences, sequences, sequences make acts and acts combine to make a movie.
- Understand that the success of movie plots depends on their ability to maintain the effect of an emotional roller coaster of rising and falling expectations, suspense and surprises.
- Identify the 12 points of classic mythic structure in any film.

SUGGESTED LEARNING ACTIVITIES

- Filling out beat sheets for short cartoons to learn basics of structure
- Maintaining 12-point Mythic Structure Charts for each film
- Group work answering specific questions regarding plot construction
- Expository essays
- Presentations
- Research
- Explore tone as it applies to the music, design and emotional impact of film

RESOURCES

ANCHOR TEXT: (Films themselves serve as anchor materials for each unit)

SUGGESTED SUPPLEMENTAL RESOURCES:

- *The Writer's Journey: Mythic Structure for Storytellers and Writers* by Christopher Vogler
- *Adventures in the Screen Trade* by William Goldman
- *Misery* by Stephen King

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MODIFICATIONS:

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
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ANALYTICAL WRITING THROUGH STUDYING FILM UNIT 2: CHARACTER STRUCTURE (9 WEEKS)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. 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.

RL.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

C. 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.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. 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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

C. 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.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

A. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

BIG IDEAS/COMMON THREADS

Plot is character; character is plot. The two are inescapably joined together in such a way that the synopsis for any film can begin with the following statement: “the hero is in trouble” followed by one of two independent clauses; (1) “and he knows it” or (2) “he just doesn’t know it yet.”

ENDURING UNDERSTANDING

This trouble forces the hero to make a series of decisions rendering actions through conflict that will alleviate the trouble. Those decisions will define the character. Along the way, surface character (what a character looks like, the car he drives, the clothes he wears) gives way to deep character (who a character truly is, what drives him, and what he truly wants).

CORE ASSESSMENTS

- *Elf* Logline assignment combining conceptual understanding, writing and visual presentation
- *Superbad* comprehensive test
- *Silence* Q&A sheets
- *Fugitive* Analytical Essay involving character arc

ESSENTIAL QUESTIONS

- What is the link between narrative and character structure?
- What is the construction of a character?
- How does a character’s decisions serve to define that character?
- What is a touchstone?
- What are the character archetypes?
- How do the archetypes work with narrative archetypes to make an effective film?
- What is the difference between a protagonist, a dual protagonist and a multiple protagonist?
- What makes a hero a hero and what makes a villain a villain?

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

LEARNING OBJECTIVES

Students will be able to...

- Identify structural elements of character and how they mesh with narrative structure
- Recognize a character's touchstone(s) and how they define character
- Understand that plot is character and character is plot.

RESOURCES

ANCHOR TEXT: (Films themselves serve as anchor materials for each unit)

SUGGESTED SUPPLEMENTAL RESOURCES:

- *The Writer's Journey: Mythic Structure for Storytellers and Writers* by Christopher Vogler
- *Adventures in the Screen Trade* by William Goldman

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

V. MODIFICATIONS:

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

ANALYTICAL WRITING THROUGH STUDYING FILM UNIT 3: THEMATIC STRUCTURE & MYTH (9 WEEKS)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. 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.

RL.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.)

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. 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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

A. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

BIG IDEAS/COMMON THREADS

Ask any film writer, director or producer why he or she is making a film and their answer will never be “to entertain” or “to make money” even though certainly entertainment and profit are always reasons to make movies, but the overwhelming majority will say the reason they’re making a particular movie has something to do with the theme. Filmmakers wish to share a greater meaning with the viewing public. These shared meanings are the reason we all view movies in the first place and are ultimately what bind us together as a society.

ENDURING UNDERSTANDINGS

Films are not just characters involved in playing out their stories. Part of the story is wrapped up in other elements including a film’s color palette, art direction, costumes, sound design, and editing as well as dialogue, actions and choices. What holds all these elements together is the meaning of the film, otherwise known as the theme.

CORE ASSESSMENTS

No Country Cause & Effect Exercise

Compare & Contrast Essay – *No Country* and *Up*

Red Balloon Test

Baby Driver & *Shakespeare in Love* Mythic Structure Sheets

ESSENTIAL QUESTIONS

- How can a motion picture be used to inform and improve writing and communication?
- What makes a good movie good and bad movie bad?
- What are the essential elements that define drama and dramatic literature?
- How do we assimilate storytelling and film techniques into other forms of communication?
- How do films specifically address the needs and concerns of adolescents?

LEARNING OBJECTIVES

Students will be able to . . .

- Understand how films are a combination of narrative, character and thematic structure.
- Explain the theme, or meaning of a film, based on their understanding of film structure.
- Identify touchstones, character archetypes and narrative archetypes, and how they influence the meaning of a film.

RESOURCES

ANCHOR TEXT: (Films themselves serve as anchor materials for each unit)

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

SUGGESTED SUPPLEMENTAL RESOURCES:

- *The Writer’s Journey: Mythic Structure for Storytellers and Writers* by Christopher Vogler
- *Adventures in the Screen Trade* by William Goldman

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

ANALYTICAL WRITING THROUGH STUDYING FILM UNIT 4: GENRE STUDIES (9 WEEKS)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. 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.

RL.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. 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).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

A. 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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. 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.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

A. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

BIG IDEAS/COMMON THREADS

The two basic genres are Comedy and Tragedy, but within these two general categories, there are several sub-genres, plot devices, hybrids and combinations of systems that turn on differences of subject, setting, role, event and values.

ENDURING UNDERSTANDING

It is rare for a movie to occupy one space as the genre/sub-genre piece. A war movie like *Saving Private Ryan* is, in fact, a morality-professional-character-vengeance-action-adventure tale. *Star Wars* isn't just a science fiction action movie, it's structured like a classical Western. Irving Thalberg once said, "The more commandments you break, the better the picture." *Crime* has become one of the most enduring film genres from *The Great Train Robbery* to *The Wolf of Wall Street*, and these movies share traits with other films running the gamut from Westerns to Domestic Comedies.

CORE ASSESSMENTS

- Mythic structure sheets.
- Character arc exercises.
- Genre guideline sheets for all films.
- *Shawshank* theme assessment essay.
- *Saving Private Ryan* character assessment essay.

ESSENTIAL QUESTIONS

- How do films specifically address the needs and concerns of adolescents?
- What are the guidelines that define a particular movie genre?
- How does a film's genre influence its meaning?
- What the differences between heroes, villains, and other character archetypes with respect to differing genres?
- Can a hero behave villainously and a villain behave heroically?
- What specific sub-categories do BioPics fall into?

LEARNING OBJECTIVES

Students will be able to...

- Understand that movies have become complex literary works.
- Identify the guidelines that make movies the genre films they are.
- Understand that with BioPics, in particular, they are not a depiction of the subject's entire life, but a chosen aspect depending on the sub-genre and them of the film.
- Explain how the true function of films is to deliver an emotional response.

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

RESOURCES

ANCHOR TEXT: (Films themselves serve as anchor materials for each unit)

SUGGESTED SUPPLEMENTAL RESOURCES:

- *The Writer’s Journey: Mythic Structure for Storytellers and Writers* by Christopher Vogler
- *Adventures in the Screen Trade* by William Goldman

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADES 11/12
PLANNING WRITING	<p>Applies more than one strategy for generating ideas and planning writing.</p> <ul style="list-style-type: none"> Generates ideas prior to organizing them and adjusts prewriting strategies accordingly Gathers information from a range of sources, formulates questions, and uses an organizer Uses a variety of prewriting strategies 	<p>Applies more than one strategy for generating ideas and planning writing.</p> <ul style="list-style-type: none"> Generates ideas prior to organizing them and adjusts prewriting strategies accordingly Maintains a journal or an electronic log to collect and explore ideas; records observations, dialogue, and/or description for later use as a basis for informational or literary writing. Uses a variety of prewriting strategies Gathers information from a range of resources and uses an organizer to analyze, synthesize, and/or evaluate information to plan writing. 	<p>Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> Generates ideas prior to organizing them and adjusts prewriting strategies accordingly Maintains a log or journal to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. Uses a variety of prewriting strategies Gathers and paraphrases information from a variety of resources and chooses an organizer to analyze, synthesize, and/or evaluate information to plan writing. Explains purpose and selects effective form at prewriting stage. 	<p>Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> Generates ideas prior to organizing them and adjusts prewriting strategies accordingly Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. Gathers information from a variety of sources and chooses an organizer to analyze, synthesize, and evaluate information to plan writing. Uses prewriting stage to determine purpose, analyze audience, select form, research background information, formulate theme (for narrative writing) or a thesis, and/or organize 	<p>Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> Gathers, analyzes, synthesizes, and organizes information from a variety of sources Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text. Justifies purpose and selects effective form at prewriting stage

The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

WRITING	<p>Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples.</p> <ul style="list-style-type: none"> • Narrows topic with controlling idea from general topic, to specific topic • Selects details relevant to the topic to extend ideas and develop elaboration (e.g., specific words and phrases, reasons, anecdotes, facts, descriptions, examples). • Uses personal experiences, observations, and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in math, science, or social studies; appropriate anecdotes to explain or persuade). • Varies method of developing character in narratives. 	<p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Narrows topic with controlling idea - thesis statement or sentence that states the narrowed topic • Selects details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, anecdotes, and statistics). • Uses personal experiences, observations, and research to support opinions and ideas, data relevant to the topic, appropriate anecdotes to explain or persuade • Varies method of developing character and setting in narratives. 	<p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a central idea, theme, and manageable thesis while maintaining a consistent focus -narrows topic, uses an essential question to guide research and maintain focus. • Selects specific details relevant to the topic to extend ideas and develop elaboration • Uses personal experiences, observations, and/or research to support opinions and ideas, relevant data to support conclusions • Varies method of developing character (e.g., how the character acts, talks, thinks, and looks), setting (e.g., through the character's point of view), and plot in narratives. 	<p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a central idea, theme, and manageable thesis while maintaining a consistent focus • Selects specific details relevant to the topic to extend ideas or develop elaboration, multiple examples that build on each other). • Uses personal experiences, observations, and/or research to support opinions and ideas, relevant data to support conclusions; appropriate anecdotes to explain or persuade; information synthesized from a variety of sources to support an argument • Develops convincing characters (e.g., using details of thoughts, actions, appearance, and speech) and convincing settings (e.g., through the character's point of view or described during action) within a range of plots (e.g., suspense, flashback) in narratives. 	<p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner • Selects specific details relevant to the topic to extend ideas or develop elaboration, multiple examples that build on each other • Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas relevant data to support conclusions; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument • Integrates the elements of character, setting, and plot to create a convincing fictional world.
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The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

WRITING	<p>Uses an effective organizational structure.</p> <ul style="list-style-type: none"> • Writes in a logically organized progression of unified paragraphs. • Develops an interesting introduction in expository writing • Develops an effective ending that goes beyond a repetition of the introduction (e.g., summary, prediction). • Varies leads and endings in narratives. • Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs (e.g., order of importance — least, most). • Organizes clearly: <ul style="list-style-type: none"> ~ comparisons (e.g., point-by-point) ~ explanations (e.g., save most important point for last) ~ persuasion (e.g., if-then) ~ narratives (e.g., 	<p>Uses an effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., topic sentence with logically presented details; spatial order; chronological order). • Constructs an introduction using varying approaches (e.g., question, statistics/interesting facts, brief history). • Constructs an ending/conclusion that goes beyond a repetition of the introduction • Varies leads, endings, and types of conflicts in narratives. • Sequences ideas and uses transitions to link events, reasons, facts, and opinions. • Organizes clearly: <ul style="list-style-type: none"> ~ explanations (e.g., cause and effect, point-by-point comparisons) ~ persuasion (e.g., least to most important arguments) ~ narratives (e.g., flashback) ~ poetry (e.g., stanzas/chorus) 	<p>Analyzes and selects an effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., supporting examples in order of importance, paragraph topic connected by transitions). • Composes an engaging introduction (e.g., meaningful rhetorical question, interesting facts, and relevant anecdote). • Composes an ending/conclusion that is more than a repetition of the introduction • Uses transitions to show relationships among ideas • Uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> ~ explanations ~ comparisons ~ persuasion ~ narratives ~ poetry 	<p>Analyzes and selects effective organizational structures.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs inverted pyramid: broad topic, narrowing focus, specific details. • Develops a compelling introduction (e.g., startling statement, setting/description, quotation). • Composes an effective ending/ conclusion that is more than a repetition of the introduction • Uses transitional words and phrases between paragraphs to show logical • Selects and uses effective organizational patterns as determined by <ul style="list-style-type: none"> ~ explanations ~ comparison ~ persuasion ~ narrative • Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs, bullets). 	<p>Analyzes and selects effective organizational structures.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs repetition of key terms; parallel structure • Selects from a variety of opening strategies and composes an engaging introduction • Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction • Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas • Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections • Selects and uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> ~ varied placement of thesis for effect ~ persuasion using comparisons ~ explanations ~ narrative
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The highlighted text in the chart below indicates the increase in skill development across grade level

WRITING SKILLS SCAFFOLD GRADES 7-12

<p>REVISION</p>	<p>Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Rereads work several times and has a different focus for each reading • Records feedback • Makes decisions about writing based on feedback • Uses multiple resources to identify needed changes 	<p>Revises text including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Rereads work several times and has a different focus for each reading. • Seeks and considers feedback from adults and peers. • Records feedback • Evaluates and uses feedback • Uses multiple resources regularly to identify needed changes 	<p>Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Uses effective revision tools or strategies • Rereads work several times and has a different focus for each reading • Seeks and considers feedback from a variety of sources • Records feedback • Evaluates feedback and justifies the choice to use feedback in revisions • Uses multiple resources regularly to identify needed changes • Revises at any stage of process. 	<p>Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Selects and uses effective revision tools or strategies based on project • Rereads work several times and has a different focus for each reading. • Decides if revision is warranted. • Seeks and considers feedback from a variety of sources • Records feedback • Evaluates and justifies the choice to use feedback in revisions • Revises typographic devices to clarify text and to meet requirements of technical writing forms • Uses multiple resources to improve text • Revises at any stage of process. 	<p>Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Selects and uses effective revision tools or strategies based on project • Rereads work several times and has a different focus for each reading • Decides if revision is warranted. • Seeks and considers feedback from a variety of sources • Records feedback using • Evaluates and justifies the choice to use feedback in revisions or not • Revises typographical devices to clarify text and to meet requirements of technical and content-area writing forms • Uses multiple resources to improve text • Revises at any stage of process.
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WRITING SKILLS SCAFFOLD GRADES 7-12

<p>ANALYZE & EVALUATE</p>	<p>Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria • Provides evidence that goals have been met • Identifies professional authors' styles and techniques • Critiques peers' writing and supports the opinion using established criteria • Explains accuracy of content and vocabulary for specific curricular areas 	<p>Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria • Rereads own work for the craft of writing as well as the content • Provides evidence that goals have been met • Identifies aspects of the author's craft • Identifies persuasive elements in a peer's writing and critiques the effectiveness • Explains accuracy of content and vocabulary for specific curricular areas 	<p>Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria • Rereads own work for the craft of writing as well as the content • Provides evidence that goals have been met • Identifies aspects of the author's craft • Identifies persuasive elements in a peer's writing and critiques the effectiveness • Explains accuracy of content and vocabulary for specific curricular areas 	<p>Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria • Rereads own work for the craft of writing as well as the content • Provides evidence that goals have been met • Critiques work, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively • Identifies persuasive elements in a peers' writing and critiques the effectiveness • Explains accuracy of content and vocabulary for specific curricular areas 	<p>Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria • Rereads own work for the craft of writing as well as the content • Provides evidence that goals have been met • Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively • Identifies persuasive elements in a peer's writing and critiques the effectiveness • Explains accuracy of content and vocabulary for specific curricular areas.
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WRITING SKILLS SCAFFOLD GRADES 7-12

MECHANICS	<p>Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. <p>Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions • Uses new paragraphs to change speakers in dialogue. • Uses effective transitions <p>Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources in research using a bibliographic format. 	<p>Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. <p>Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions • Provides detailed labeling, captions, headings, and subheadings when appropriate. <p>Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format. 	<p>Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. <p>Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph • Uses stanzas and some textual markers <p>Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format. 	<p>Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. • Increasing sophistication of sentence structure to enhance writing <p>Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions • Uses textual markers • Increasing text complexity to support meaning <p>Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format (e.g., MLA, APA). 	<p>Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. • High degree of sophisticated sentence structure to enhance writing <p>Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions • Uses textual markers (e.g., page numbers, footnotes, space for pictures). • High degree of text complexity to support meaning <p>Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • No errors in format or structure • Cites sources according to prescribed format (e.g., MLA, APA,).
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