

AP® Language and Composition

The Norton Reader correlation to the College Board Course and Exam Description

Suggested assessments can be found in the daily instructional plans in the accompanying AP® Instructor’s Manual and Test Bank

Overview of Pacing Chart for Unit 1

Suggested number of days: 15

Suggested number of readings: 15–20

Suggested number of writings: 12–15

- 2–3 sentence summary statements; outlines; claims; original paragraphs

Reading

Essential knowledge	# of classroom periods	Skill development	Suggested assessments
<p>The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. [RHS-1.A]</p> <p>The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. [RHS-1.B]</p>	<p>2</p> <p>Reading Text: “On Going Home” by Joan Didion (pp. 2–4)</p> <p>Reading Text: “Declaration of Sentiments and Resolutions” by Elizabeth Cady Stanton (pp. 708–710)</p>	<p>Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. [1.A]</p>	<p>Students compose a 2–3 sentence summary that identifies a writer’s exigence.</p>
<p>The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text. [RHS-1.C]</p>	<p>2</p> <p>Reading Text: The final draft of the Declaration of Independence by Thomas Jefferson (pp. 705–708)</p>	<p>Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. [1.A]</p>	<p>Students compose a 2–3 sentence summary that identifies 2–3 distinct purposes that the writer has, and how that purpose is a product of a writer’s exigence.</p>
<p>An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. [RHS-1.D]</p>	<p>2</p> <p>Reading Text: The Declaration of Independence by Thomas Jefferson (including original draft, p. 702)</p>	<p>Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. [1.A]</p>	<p>Students compose a 2–3 sentence summary that identifies (a) individual and shared values within the text, and (b) those who support and oppose the writer’s position.</p>
<p>Writers create texts within a particular context that includes the time, place, and occasion. [RHS-1.E]</p>	<p>1</p> <p>Reading Text: “My Life as an Undocumented Immigrant” by Jose Antonio Vargas (pp. 50–59)</p>	<p>Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. [1.A]</p>	<p>Students compose a 2–3 sentence summary that identifies how the context influences the exigence and purpose.</p>

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Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
Writers convey their positions through one or more claims that require a defense. [CLE-1.A]	2 Reading Text: “The Danger of a Single Story” by Chimamanda Ngozi Adichie (pp. 73–78) Reading Text: from <i>The Displaced</i> by Viet Thanh Nguyen (pp. 59–62)	Identify and explain claims and evidence within an argument. [3.A]	Students compose 2–3 distinct claims that respond to issues raised in their reading.
Writers defend their claims with evidence and/or reasoning. [CLE-1.B]	2 Reading Texts: “Hidden Intellectualism” by Gerald Graff (pp. 363–364) Reading Text: “Aretha Franklin Was the Defining Voice of the 20th Century” by Jack Hamilton (pp. 89–93)	Identify and explain claims and evidence within an argument. [3.A]	Students support two distinct claims with bullet-pointed lists/outlines that rely upon evidence and/or reasoning to support their claims.
Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments. [CLE-1.C]	1 Reading Text: “Tan Lines” by Durga Chew-Bose (pp. 46–50)	Identify and explain claims and evidence within an argument. [3.A]	Students revise their existing lists to incorporate additional evidence. Students reflect on how additional types of evidence enhance their arguments.
Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. [CLE-1.D]	1 Reading Text: “Under the Influence” by Scott Russell Sanders (pp. 35–45)	Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]	Students convert one of their outlines above into a coherent paragraph—directed at an opposing audience.

Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas. [CLE-1.E]	2 Reading Text: “Under the Influence” by Scott Russell Sanders (pp. 35–45) Reading Text: “Take the F” by Ian Frazier (pp. 103–109)	Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]	Revise paragraphs above, embedding source material in a variety of formats.

Overview of Pacing Chart for Unit 2

Suggested number of days: 15

Suggested number of readings: 12–15

Suggested number of writings: 12–15

- outlines, introductions, two-paragraph responses (introduction and first body paragraph)

Reading

Essential knowledge	# of classroom periods	Skill development	Suggested assessments
Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. [RHS-1.F]	2 Reading Text: “Ain’t I a Woman?” by Sojourner Truth; 1851 and 1863 versions (pp. 134–135) Reading Text: “What Fullness Is” by Roxane Gay (pp. 136–144)	Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. [1.B] Demonstrate an understanding of an audience’s beliefs, values, or needs. [2.B]	Students compose outlines that identify the relationship between audience and strategic choices.
To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values. [RHS-1.G]	2 Reading Text: “What Fullness Is” by Roxane Gay (pp. 136–144) Reading Text: “Time and	Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. [1.B] Demonstrate an understanding of an audience’s beliefs, values, or needs. [2.B]	Students compose two paragraphs per essay that describe the rhetorical situation; students examine a range of choices that authors make.

	Distance Overcome” by Eula Biss (pp. 576–581)		
Arguments seek to persuade or motivate action through appeals—the modes of persuasion (i.e., ethos, pathos, logos). [RHS-1.H]	2 Reading Text: “Time and Distance Overcome” by Eula Biss (pp. 576–581) Reading Text: “Go Ahead, Speak for Yourself” by Kwame Anthony Appiah (pp. 130–133)	Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. [1.B] Demonstrate an understanding of an audience’s beliefs, values, or needs. [2.B]	Students compose two paragraphs per essay that emphasize how appeals interact with other strategic choices.

Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. [CLE-1.F]	3 R Reading Text: “On Being a Cripple” by Nancy Mairs (pp. 148–157) Reading Text: “Why I’m Giving Up on Preventive Care” by Barbara Ehrenreich (pp. 158–164) Reading Text: “Stranger in the Village” by James Baldwin (pp. 165–174)	Identify and explain claims and evidence within an argument. [3.A] Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]	Students compose an introductory and first body paragraph that feature an awareness of audience and seek to <i>clarify</i> or <i>exemplify</i> a point. Students compose an introductory and first body paragraph that feature an awareness of audience and seek to <i>set a mood</i> .

<p>Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. [CLE-1.G]</p>	<p>2 Reading Text: “Black Body” by Teju Cole (pp. 174–182) Reading Text: “Single-Handed Cooking” by JJ Goode (pp. 240–242)</p>	<p>Identify and explain claims and evidence within an argument. [3.A] Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]</p>	<p>Students compose an original claim with at least one sub-claim. Students make strategic use of evidence to influence their audience.</p>
<p>A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. [CLE-1.I]</p>	<p>2 Reading Text: “We’re All Someone’s Freak” by Gwendolyn Ann Smith (pp. 145–147) Reading Text: “Black and Blue” by Garnette Cadogan (pp. 183–191)</p>	<p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. [3.B] Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	<p>Students demonstrate an understanding of both explicit and implicit thesis statements in different readings. Students provide an oral defense of their thesis statements.</p>
<p>A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement. [CLE-1.J]</p>	<p>2 Reading Text: “Black and Blue” by Garnette Cadogan (pp. 183–191) Reading Text: “The Humanity We Can’t Relinquish” by Pico Iyer (pp. 192–194)</p>	<p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. [3.B] Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	<p>Students convert one of their outlines above into a coherent paragraph—directed at an opposing audience.</p>

Overview of Pacing Chart for Unit 3

Suggested number of days: 15

Suggested number of readings: 15–20

Suggested number of writings: 12–15

- 2–3 sentence summary statements; outlines; claims; original paragraphs

Reading

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>Writers may lead readers through a line of reasoning and then arrive at a thesis. [REO-1.A]</p> <p>Writers may express a claim and then develop a line of reasoning to justify the claim. [REO-1.B]</p> <p>Writers explain their reasoning through commentary that connects chosen evidence to a claim. [REO-1.C]</p> <p>Commentary explains the significance and relevance of evidence in relation to the line of reasoning. [REO-1.D]</p>	<p>3</p> <p>Reading Text: “The ‘Busy’ Trap” by Tim Kreider (pp. 209–212)</p> <p>Reading Text: “An Animal’s Place” by Michael Pollan (pp. 681–677)</p>	<p>Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. [5.A]</p> <p>Develop a line of reasoning and commentary that explains it throughout an argument. [6.A]</p>	<p>Students analyze the ways in which a writer builds to an overall claim or begins with a claim and supports that claim later.</p> <p>Students utilize different methods of commentary to work with aligning evidence to the writer’s claims and thesis.</p>
<p>The sequence of paragraphs in a text reveals the argument’s line of reasoning. [REO-1.E]</p> <p>Flaws in a line of reasoning may render an argument specious or illogical. [REO-1.F]</p>	<p>2</p> <p>Reading Text: “An Animal’s Place” by Michael Pollan (pp. 681–677)</p> <p>Reading Text: “#MeToo Isn’t Enough” by Barbara Kingsolver (pp. 225–228)</p>	<p>Identify and explain claims and evidence within an argument. [3.A]</p> <p>Develop a paragraph that includes a claim and evidence supporting the claim [4.A]</p>	<p>Students complete an analysis of evidence in published paragraphs.</p> <p>Students develop original paragraphs composed of claims and sufficient evidence.</p>
<p>Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument. [REO-1.G]</p>	<p>3</p> <p>Reading Text: “Blue-Collar Brilliance” by Mike Rose (pp. 364–371)</p> <p>Reading Text: “More Room” by Judith Ortiz Cofer (pp. 132–135)</p>	<p>Recognize and explain the use of methods of development to accomplish a purpose. [5.C]</p> <p>Use appropriate methods of development to advance an argument. [6.C]</p>	<p>Students demonstrate an understanding of how different methods of development are used by writers, and then apply this new knowledge to advance an original argument appropriately.</p>

<p>Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description. [REO-1.H]</p> <p>When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. [REO-1.I]</p> <p>When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s). [REO-1.J]</p>			
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Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports. [CLE-1.K]</p>	<p>3</p> <p>Reading Text: “The Same Old Stuffing” by Teresa Lust (pp. 243–248)</p> <p>Reading Text: “On Dumpster Diving” by Lars Eighner (pp. 62–71)</p> <p>Reading Text: “Good to Eat: Culinary Priorities in the Nation of Islam and the Church of Jesus Christ of Latter-day Saints” by Kate Holbrook (pp. 253–266)</p>	<p>Identify and explain claims and evidence within an argument. [3.A]</p> <p>Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]</p>	<p>Students compose outlines that identify the relationship between claims and evidence.</p>
<p>Writers introduce source material by using commentary to properly integrate it into their line of reasoning. [CLE-1.L]</p>	<p>2</p> <p>Reading Text: “Good to Eat: Culinary Priorities in the Nation of Islam and the Church of Jesus Christ of Latter-day</p>	<p>Identify and explain claims and evidence within an argument. [3.A]</p> <p>Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]</p>	<p>Students compose 2–3 sentence responses to introduce source material in support of their sub-claim.</p>

	<p>Saints” by Kate Holbrook (pp. 253–266)</p> <p>Reading Text: “The Death of the Profane: The Rhetoric of Race and Rights” by Patricia Williams (pp. 219–224)</p>		
<p>Synthesis requires consideration, explanation, and integration of others’ arguments into one’s own argument. [CLE-1.M]</p> <p>Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference. [CLE-1.N]</p>	<p>2</p> <p>Reading Text: “The Death of the Profane: The Rhetoric of Race and Rights” by Patricia Williams (pp. 219–224)</p> <p>Reading Text: “Coming Home Again” by Chang-rae Lee (pp. 4–12)</p>	<p>Identify and explain claims and evidence within an argument. [3.A]</p> <p>Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]</p>	<p>Students compose 2–3 body paragraphs that effectively synthesize others’ arguments.</p>

Overview of Pacing Chart for Unit 4

Suggested number of days: 15

Suggested number of readings: 13–16

Suggested number of writings: 12–15

- 2–3 sentence summary statements; outlines; claims; original paragraphs, essays

Reading

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may pre-sent the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. [RHS-1.I]</p>	<p>3</p> <p>Reading Text: “Where I Lived, and What I Lived For” by Henry David Thoreau (pp. 481–489)</p> <p>Reading Text: from <i>Citizen</i> by Claudia Rankine (pp. 310–317)</p> <p>Reading Text: “How to View Art: Be Dead</p>	<p>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message [1.A]</p> <p>Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. [2.A]</p>	<p>Students compose introductions; students analyze the way other writers develop introductions.</p>

	Serious about It, but Don't Expect Too Much" by Philip Kennicott (pp. 774–777)		
Essential knowledge	# of classroom periods	Skill development	Suggested assessments
The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. A conclusion may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. [RHS-1.J]	3 Reading Text: "How to Be a Writer" by Rebecca Solnit (pp. 402–405) Reading Text: "Under the Snow" by John McPhee (pp. 443–448) Reading Text: "Joyas Voladoras" by Brian Doyle (pp. 435–437)	Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message [1.A] Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. [2.A]	Students compose conclusions; students analyze the way other writers develop conclusions.

Writing

	# of classroom periods and readings	Skill development	Suggested assessments
Essential knowledge			
A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument. [CLE-1.O]	2 Reading Text: from <i>Fun Home</i> by Alison Bechdel (pp. 13–34) Reading Text: "The Death of the Moth" by Virginia Woolf (pp. 818–819)	Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. [3.B] Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]	Students analyze how other writers create a thesis statement and then apply this to their own writing.

<p>Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument. [REO-1.G]</p>	<p>2</p> <p>Reading Text: “Graduation” by Maya Angelou (pp. 372–381)</p> <p>Reading Text: “This Landshark Is Your Landshark” by Aimee Nezhukumatat hil (pp. 278–281)</p>	<p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. [3.B]</p> <p>Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	<p>Students compose full essays with introduction and conclusion and complete thesis statement.</p>
<p>When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used. [REO-1.K]</p>	<p>2</p> <p>Reading Text: “What Farm-to-Table Got Wrong” by Dan Barber (pp. 267–270)</p> <p>Reading Text: “Inaugural Address” by John F. Kennedy (pp. 736–738)</p>	<p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. [3.B]</p> <p>Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	<p>Students compose full essays with introduction and use comparison-contrast as the primary method of development.</p>
<p>When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations. [REO-1.L]</p>	<p>3</p> <p>Reading Text: “Inaugural Address” by John F. Kennedy (pp. 736–738)</p> <p>Reading Text: “The Female Body” by Margaret Atwood (pp. 203–206)</p> <p>Reading Text: “Once More to the Lake” by E. B. White (pp. 120–124)</p>	<p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. [3.B]</p> <p>Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	<p>Students compose full essays with introduction and use definition and description as the primary methods of development.</p>

Overview of Pacing Chart for Unit 5

Suggested number of days: 15

Suggested number of readings: 13–15

Suggested number of writings: 10–14

- outlines, thesis statements, sample paragraphs, full-length essays, revision of earlier essays

Reading

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument. [REO-1.M]	2 Reading Text: “Wheels Up” by Sloane Crosley (pp. 207–208) Reading Text: “ADHD Is Fuel for Adventure” by Florence Williams (pp. 333–342)	Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. [5.A] Develop a line of reasoning and commentary that explains it throughout an argument. [6.A]	Students explain the lines of reasoning of selected essays.
Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next. [REO.1.N]	2 Reading Text: “Don’t Eat before Reading This” by Anthony Bourdain (pp. 230–235) Reading Text: from <i>The Blind Side</i> by Michael Lewis (pp. 291–298)	Develop a line of reasoning and commentary that explains it throughout an argument. [6.A] Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. [5.B]	Students develop an idea and explain how writers achieve coherence through analysis of selected essays.

Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas. [REO.1.P]	2 Reading Text: from <i>The Blind Side</i> by Michael Lewis (pp. 291–298) Reading Text: “This Is Tossing” by Chris Wiewiora (pp. 236–240)	Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. [5.B] Use transitional elements to guide the reader through the line of reasoning of an argument. [6.B]	Students compose multiple-paragraph rhetorical analyses, making effective use of internal and external transitions.
Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole. [REO-1.RQ]	2 Reading Text: “Rain” by Colson Whitehead (pp. 125–128)	Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. [5.B] Use transitional elements to guide the reader through the line of reasoning of an argument. [6.B]	Students compose multiple-paragraph rhetorical analyses, making effective use of internal and external transitions.

Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
Words have both connotative and denotative meanings. [STL-1.A]	3 Reading Texts: “Salvation” by Langston Hughes (pp. 809–811) Reading Text: “Look Up from Your Screen” by Nicholas Tampio (pp. 325–332)	Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. [7.A]	Students both analyze a text and compose original paragraphs, making strategic choices with words.
Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things. [STL-1.B]	2 Reading Text: “Loud Hands” by Amy Sequenzia (pp. 398–401) Reading Text: “Writing Like a White Guy: On Language, Race, and Poetry” by Jaswinder Bolina (pp. 405–414)	Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. [8.A]	Students both analyze a text and compose original paragraphs, making strategic choices with descriptive words such as adjectives and adverbs.

Precise word choice reduces confusion and may help the audience perceive the writer’s perspective. [STL-1.C]	2 Reading Text: “Java Man” by Malcolm Gladwell (pp. 197–203)	Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. [8.A]	Students compose full essays with strategic choices of precise words.
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Overview of Pacing Chart for Unit 6

Suggested number of days: 15

Suggested number of readings: 8–10

Suggested number of writings: 8–10

- outlines, thesis statements, sample paragraphs, full-length essays, revision of earlier essays

Reading

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning. [CLE-1.S]</p> <p>A source provides information for an argument, and some sources are more reliable or credible than others. [CLE-1.Q]</p> <p>The degree to which a source does or does not consider other perspectives reflects the degree to which that source is biased. [CLE-1.T]</p>	<p>4</p> <p>Reading Text: “Advice to Youth” by Mark Twain (pp. 627–629)</p> <p>Reading Texts: “The Trouble with Wilderness” by William Cronon (pp. 464–467); “The Great American Desert” by Edward Abbey (pp. 455–462)</p> <p>Reading Text: “Which Species Will Live?” by Michelle Nijhuis (pp. 678–685)</p> <p>Reading Text: “Why Fiction Is Good for You” by Jonathan Gottschall (pp. 763–767)</p>	<p>Identify and explain claims and evidence within an argument. [3.A]</p> <p>Develop a paragraph that includes a claim and evidence supporting the claim. [4.A]</p>	<p>Students read multiple essays on a given topic and synthesize these sources in their reading.</p>

Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style. [STL-1.D]</p> <p>Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words. [STL-1.E]</p>	<p>4</p> <p>Reading Texts: “College Pressures” by William Zinsser (pp. 353–359)</p> <p>Reading Text: “Letter to President Pierce, 1855” by Chief Seattle (p. 468)</p> <p>Reading Text: “The Clan of One-Breasted Women” by Terry Tempest Williams (pp. 469–475)</p> <p>Reading Text: “The Clan of One-Breasted Women” by Terry Tempest Williams (pp. 469–475)</p>	<p>Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. [7.A]</p>	<p>Students revise previously written work with attention to word choice and tone.</p>
<p>A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject. [STL-1.F]</p>	<p>3</p> <p>Reading Text: “Why We Shouldn’t Shield Children from Darkness” by Matt de la Peña (pp. 768–770); “Why Children’s Books Should Be a Little Sad” by Kate DiCamillo (pp. 771–773)</p> <p>Reading Text: “Decolonizing the Mind” by Ngũgĩ wa Thiong’o (pp. 799–806)</p>	<p>Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. [8.A]</p>	<p>Students develop original writing to communicate shifts in purpose and tone.</p>
<p>When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and</p>	<p>4</p> <p>Reading Text: “A Wind-Storm in the</p>	<p>Identify and describe the overarching thesis of an argument, and any</p>	<p>Students both analyze others’ and compose their own synthesized arguments.</p>

<p>specific source material as part of their own argument. [CLE-1.P]</p> <p>Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning. [CLE-1.U]</p> <p>A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise. [CLE-1.R]</p>	<p>Forests” by John Muir (pp. 449–455)</p> <p>Reading Texts: “The Siege of Miami” by Elizabeth Kolbert (pp. 512–523)</p>	<p>indication it provides of the argument’s structure. [3.B]</p> <p>Write a thesis statement that requires proof or defense and that may preview the structure of the argument. [4.B]</p>	
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Overview of Pacing Chart for Unit 7

Suggested number of days: 15

Suggested number of readings: 0–15

Suggested number of writings: 8–12

- outlines, thesis statements, sample paragraphs, full-length essays, revision of earlier essays

Reading

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. [RHS-1.I]</p> <p>The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. [RHS-1.J]</p>	<p>4</p> <p>Reading Text: “On Writing” by Stephen King (pp. 383–385)</p> <p>Reading Text: “Is Google Making Us Stupid?” by Nicholas Carr (pp. 556–564)</p> <p>Reading Texts: “Fighting for Gun Control” by Emma González (pp. 890–892); “What Critics Don’t Understand about Gun Culture” by David French (pp. 893–896)</p> <p>Reading Text: “Working at Wendy’s” by Joey Franklin (pp. 79–85)</p>	<p>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message. [1.A]</p> <p>Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. [2.A]</p>	<p>Students read multiple essays on a given topic and develop partial and full-length rhetorical analysis essays.</p>

<p>A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. [CLE-1.V]</p> <p>Because arguments are usually part of an ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. [CLE-1.W]</p>	<p>2</p> <p>Reading Text: “The Two Clashing Meanings of ‘Free Speech’” by Teresa M. Bejan (pp. 897–902)</p> <p>Reading Text: “When Is Speech Violence?” by Lisa Feldman Barrett (pp. 903–905)</p>	<p>Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. [3.C]</p>	<p>Students analyze the ways writers develop complexity in their argument.</p>
<p>Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify. [STL-1.S]</p> <p>Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. [CLE-1.X]</p>	<p>3</p> <p>Reading Text: “Mark My Words. Maybe.” by Leslie Jamison (pp. 385–388)</p> <p>Reading Text: “Collective Nouns for Humans in the Wild” by Kathy Fish (pp. 425–426)</p> <p>Reading Text: “Grip” by Joy Castro (pp. 888–889)</p>	<p>Qualify a claim using modifiers, counterarguments, or alternative perspectives. [4.C]</p>	<p>Students develop original claims and sub-claims using modifying language.</p>

Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>Writers express ideas in sentences.</p> <p>Sentences are made up of clauses, at least one of which must be independent. [STL-1.G]</p> <p>The arrangement of sentences in a text can emphasize particular ideas. [STL-1.H]</p> <p>Subordination and coordination are used to express the intended relationship between ideas in a sentence. [STL-1.I]</p> <p>The arrangement of clauses, phrases, and words in a sentence can emphasize ideas. [STL-1.L]</p>	<p>3</p> <p>Reading Texts: “Working at Wendy’s” by Joey Franklin (pp. 79–85); “On Going Home” by Joan Didion (pp. 2–4)</p> <p>Reading Text: “A Modest Proposal” by Jonathan Swift (pp. 711–717)</p> <p>Reading Text: “A Modest Proposal” by Jonathan Swift</p>	<p>Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. [7.B]</p> <p>Write sentences that clearly convey ideas and arguments. [8.B]</p>	<p>Students develop original writings with application of stylistically diverse choices.</p>

	(pp. 711–717)		
<p>Grammar and mechanics that follow established conventions or language enable clear communication. [STL-1.M]</p> <p>Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence. [STL-1.N]</p> <p>Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone. [STL-1.O]</p> <p>Some design features, such as italics or boldface, create emphasis. [STL-1.P]</p>	<p>3</p> <p>Reading Texts: “Seeing Each Other” by Jennifer Eberhardt (pp. 872–879)</p> <p>Reading Text: “Letter from Birmingham Jail” by Martin Luther King Jr. (pp. 739–751)</p> <p>Reading Text: “Letter from Birmingham Jail” by Martin Luther King Jr. (pp. 739–751)</p>	<p>Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. [7.C]</p> <p>Use established conventions of grammar and mechanics to communicate clearly and effectively. [8.C]</p>	<p>Students develop original writing to communicate shifts in purpose and tone.</p>

Overview of Pacing Chart for Unit 8

Suggested number of days: 15

Suggested number of readings: 10–12

Suggested number of writings: 6–10

- outlines, thesis statements, sample paragraphs, full-length essays, revision of earlier essays

Reading and Writing

Essential knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose. [RHS-1.K]</p> <p>Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument. [RHS-1.L]</p> <p>Word choice may reflect writers’ biases and may affect their credibility with a particular audience. [RHS-1.M]</p>	<p>4</p> <p>Reading Text: “Second Inaugural Address” by Abraham Lincoln (pp. 734–735)</p> <p>Reading Text: “Second Inaugural Address” by Abraham Lincoln (pp. 734–735)</p> <p>Reading Text: “Instagram Your Leftovers: History Depends on It” by Laura Shapiro (pp.</p>	<p>Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. [1.B]</p> <p>Demonstrate an understanding of an audience’s beliefs, values, or needs. [2.B]</p>	<p>Students read multiple essays on a given topic and develop partial and full-length rhetorical analysis essays.</p>

	623–625)		
<p>A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer. [STL-1.Q]</p> <p>Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers’ expectations of values. [STL-1.R]</p>	<p>4</p> <p>Reading Text: “Have Smartphones Destroyed a Generation?” by Jean M. Twenge (pp. 582–591)</p> <p>Reading Text: “Yeager” by Tom Wolfe (pp. 94–103)</p> <p>Reading Texts: “The Boston Photographs” by Nora Ephron (pp. 685–691)</p> <p>Reading Text: “Be a Gamer, Save the World” by Jane McGonigal (pp. 604–607)</p>	<p>Explain how word choice, comparisons, and syntax contribute the specific tone or style of a text. [7.A]</p> <p>Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. [8.A]</p>	
<p>Writers frequently use coordination to illustrate a balance or equality between ideas. [STL-1.J]</p> <p>Writers frequently use subordination to illustrate an imbalance or inequality between ideas. [STL.1.K]</p>	<p>4</p> <p>Reading Text: “Extra Lives: Why Video Games Matter” by Tom Bissell (pp. 608–616)</p> <p>Reading Text: “A Unified Theory of Meme Death” by Lauren Michele Jackson (pp. 617–623)</p> <p>Reading Text: “The End of Forgetting” by Sherry Turkle (pp. 565–575)</p> <p>Reading Text: “The End of Forgetting” by Sherry Turkle (pp. 565–575)</p>	<p>Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. [7.B]</p> <p>Write sentences that clearly convey ideas and arguments. [8.B]</p>	<p>Students develop complex claims that use coordination and subordination.</p>
<p>Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify. [STL-1.S]</p>	<p>3</p> <p>Reading Text: “Be Nice” by Matt Dinan (pp. 630–633)</p> <p>Reading Text: “Is Google Making Us Stupid?” by Nicholas Carr</p>	<p>Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. [7.B]</p> <p>Write sentences that clearly convey ideas and arguments. [8.B]</p>	<p>Students demonstrate sophistication in prose style to respond to multiple audiences simultaneously.</p>

<p>Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose. [STL.1.T]</p>	<p>(pp. 556–564) Reading Text: “Harnessing the Power of Feedback Loops” by Thomas Goetz (pp. 591–603)</p>		
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Overview of Pacing Chart for Unit 9

Suggested number of days: 15

Suggested number of readings: 4–8

Suggested number of writings: 3–4

- outlines, thesis statements, sample paragraphs, full-length essays, revision of earlier essays

Reading and Writing

Essential Knowledge	# of classroom periods and readings	Skill development	Suggested assessments
<p>Effectively entering into an ongoing conversation about a subject means engaging the perspectives that have already been considered and argued about. [CLE-1.Y]</p> <p>Evidence and sources will either support, complement, or contradict a writer’s thesis. [CLE-1.Z]</p>	<p>3</p> <p>Reading Text: “Bird in a Cage” by Rebecca Solnit (pp. 756–761)</p> <p>Reading Text: “Where I Lived and What I Lived For” by Henry David Thoreau (pp. 481–489)</p> <p>Reading Text: “The Question Stated” by Jill Lepore (pp. 693–701)</p>	<p>Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. [3.C]</p>	<p>Students read multiple essays on a given topic and develop partial and full-length rhetorical analysis essays.</p>
<p>Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. [CLE-1.AA]</p> <p>When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument. [CLE-1.AB]</p>	<p>4</p> <p>Reading Text: “Trying Out One’s New Sword” by Mary Midgley (pp. 634–638)</p> <p>Reading Texts: “Which Species Will Live?” by Michelle Nijhuis (pp. 678–685)</p> <p>Reading Text: “Which Species Will</p>	<p>Qualify a claim using modifiers, counterarguments, or alternative perspectives. [4.C]</p>	<p>Stage one of a multi-layered synthesis project.</p>

	<p>Live?" by Michelle Nijhuis (pp. 678–685); original research on conservation</p> <p>Reading Text: “An Animal’s Place” by Michael Pollan (pp. 662–677)</p>		
<p>When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid. [CLE-1.AC]</p>	<p>4</p> <p>Reading Text: “An Animal’s Place” by Michael Pollan (pp. 662–677)</p> <p>Reading Text: “More Room” by Judith Ortiz Cofer (pp. 86–89)</p> <p>Reading Text: “When Doctors Make Mistakes” by Atul Gawande (pp. 639–656)</p> <p>Reading Text: “When Doctors Make Mistakes” by Atul Gawande (pp. 639–656)</p>	<p>Qualify a claim using modifiers, counterarguments, or alternative perspectives. [4.C]</p>	<p>Stage 2 of a multi-layered synthesis project.</p>
<p>When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid. [CLE-1.AD]</p> <p>Transitions may be used to introduce counterarguments. [CLE-1.AE]</p> <p>Not all arguments explicitly address a counterargument. [CLE-1.AF]</p>	<p>4</p> <p>Reading Text: “Goldenrod and Asters: My Life with Plants” by Robin Wall Kimmerer (pp. 544–548)</p> <p>Reading Text: “Another Country” by Edwidge Danticat (pp. 752–755)</p>	<p>Qualify a claim using modifiers, counterarguments, or alternative perspectives. [4.C]</p>	<p>Stages 3 and 4 of a multi-layered synthesis project.</p>