These are **sample units** organized for the year. Use the [guide](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?sfvrsn=5) for adapting and/or creating your own units using a similar format.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year-Long Focus** | [**Unit One**](#Western)  (pg. 2) | [**Unit Two**](#Religion)  (pg. 3) | [**Unit Three**](#OurTown)  (pg. 4) | [**Unit Four**](#AmericanDream)  (pg. 5) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | Excerpts from *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*, Stephen Ambrose (Informational) | [*The Scarlet Letter*](http://etc.usf.edu/lit2go/127/the-scarlet-letter/), Nathaniel Hawthorne (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | *Our Town*, Thorton Wilder (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | *The American Dream: A Short History of an Idea that Shaped a Nation*, Jim Cullen (Informational) |
| Students will explore a thematic idea prominent throughout Westward Expansion and American literature: myth versus reality. | Students will explore the role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity. | Students will learn more about the founding ideals of our country and consider how those ideals have and evolved over time. Students will explore the concepts of tradition and change and communities versus individuals. | Students will learn about the American Dream and explore the ideas through various texts. They will explore how foundational American literature treats the topic and consider different perspectives. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1):**  Illustrate how text complexity increases within and across grades | The readability of the anchor text measures at the beginning of the 11-CCR grade band, which is appropriate for the first unit. | Some of the literary texts dip below the 11-CCR grade band; however, the complex meaning and features of the texts make them appropriate for the grade 11. | Several texts in this set are exemplars from Appendix B. Some of the informational texts will challenge students and will require some additional scaffolding. | Some of the literary texts dip below the 11-CCR grade band; however, the complex meaning and features of the texts make them appropriate for the grade 11. |
| **Integrate standards around texts:**  Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include:   * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized, * An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-11) of the Common Core State Standard expectations in grade 11, * [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grades-9%E2%80%9310-grades-11%E2%80%9312) from grades 9-10 to grades 11-12, and * [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grades-9%E2%80%9310-grades-11) from grades 9-10 to grades 11-12. | | | |

**English III Year-in-Detail (SAMPLE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit One**  **(**[**Sample Tests, Tasks, and aligned standards**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-11-sample-(pdf).pdf?sfvrsn=6)**)** | **Anchor Text**  Excerpts from *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*, Stephen Ambrose (Informational) | **Related Texts**  *Literary Texts*   * “[The Luck of Roaring Camp](http://www.americanliterature.com/author/bret-harte/short-story/the-luck-of-roaring-camp),” Bret Harte * “[Part I: The Wild Land, Chapter II](http://www.americanliterature.com/author/willa-sibert-cather/book/o-pioneers/part-i-the-wild-land-chapter-ii),” *O Pioneers!*, Willa Cather * “[The Gift Outright](http://www.poetryfoundation.org/poem/237942),” Robert Frost   *Informational Texts*   * “[Prologue](http://books.google.com/books?id=TJZhlpuQmJMC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)” from *The Way to Rainy Mountain*, N. Scott Momaday * “[On Manifest Destiny 1839](http://www.pbs.org/kera/usmexicanwar/resources/manifest_destiny_sullivan.html),” John L. O’Sullivan * [“On Indian Removal” (1830)](http://www.ourdocuments.gov/doc.php?flash=true&doc=25&page=transcript), Andrew Jackson * [Excerpt from *A Century of Dishonor*](http://babel.hathitrust.org/cgi/pt?id=wu.89098873417;view=1up;seq=351)(p.337-342), Helen Hunt Jackson * “[Chief Joseph Speaks: Selected Statements and Speeches by the Nez Percé Chief](http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm),” *Archives of the West* * “[Introduction](http://books.google.com/books?id=TJZhlpuQmJMC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)” from *The Way to Rainy Mountain*, N. Scott Momaday   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * [*Lewis and Clark: The Native Americans*](http://www.pbs.org/lewisandclark/native/), PBS (Website) * [*American Progress*](http://picturinghistory.gc.cuny.edu/item.php?item_id=180), John Gast (Art) and [an explanation](http://www.colorado.edu/AmStudies/lewis/west/gastap.htm) | **Unit Focus**  Students will explore a thematic idea prominent throughout Westward Expansion and American literature: myth versus reality. Through literature and informational texts that present various perspectives of the West students will consider the idealism and romance of the American spirit versus the despair and consequences of our hubris. They will consider our quest for discovery, our understanding of and interaction with those who came before us, and our relationship with the land itself and our desires to control and own something that cannot really be possessed. In the end, students will form their own argument about Westward Expansion—is the known history based on romanticized ideals or accurate experiences? They will then expand that notion to consider how the dichotomy is reflected throughout our history and told through our literature. This unit connects to US History. | **Possible[[2]](#footnote-2)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9  RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10 |
| **Text Complexity Rationale**  The readability of the anchor text measures at the beginning of the 11-CCR grade band, which is appropriate for the first unit. The primary source documents tend to be more complex. The literary texts, mainly *O Pioneers!* has a readability that falls below the 11-CCR grade band. Students should demonstrate their ability to read that text independently. | **Writing**  W.11-12.1a-e, W.11-12.2a-f, W.11-12.3a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, and W.11-12.10 |
| **Sample Research [[3]](#footnote-3)**  Students will examine the idealism of Western expansion. Was the spirit and hope espoused by American leaders and pioneers real or myth? Do the texts of the time present the full truth? Were opportunities available to all Americans? Students will investigate self-selected topics of the American West (e.g., the Donner Party, the treatment of American Indians, American legislation, the Mexican-American War, the Gold Rush, the transcontinental railroad, etc.) and create a written report that explains how the event or idea displays the idealism, whether real or mythical, of manifest destiny and will share their findings through a multimedia presentation. | **Speaking and Listening**  SL.11-12.1a-d, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6 |
| **Language**  L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6 |

**English III Year-in-Detail, cont. (SAMPLE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Two** | **Anchor Text**  [*The Scarlet Letter*](http://etc.usf.edu/lit2go/127/the-scarlet-letter/), Nathaniel Hawthorne (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Related Texts**  *Literary Texts*   * “[The Devil and Tom Walker](http://www.loa.org/images/pdf/Irving_Devil_Tom_Walker.pdf),” Washington Irving * “[The Minister’s Black Veil](http://www.eldritchpress.org/nh/mbv.html),” Nathaniel Hawthorne * “[On Being Brought from Africa to America](http://www.vcu.edu/engweb/webtexts/Wheatley/brought.html),” Phillis Wheatley ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * [*Inherit the Wind*](http://www.scribd.com/doc/70232659/Inherit-the-Wind-Script), Jerome Lawrence and Robert Edwin Lee   *Informational Texts*   * Excerpt from *“*[Sinners in the Hands of an Angry God](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1053&context=etas),” Jonathan Edwards * Excerpt from “[Model of Christian Charity](http://religiousfreedom.lib.virginia.edu/sacred/charity.html),” John Winthrop * “[Volume II, Chapter V: How Religion in the United States Avails Itself of Democratic Tendencies](http://xroads.virginia.edu/~HYPER/DETOC/ch1_05.htm)” from *Democracy in America*, Alexis de Tocqueville ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * [Wisconsin v. Yoder (No. 70-110)](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0406_0205_ZS.html), Supreme Court of the United States * “[Second Inaugural Address](http://www.ourdocuments.gov/doc.php?doc=38),” Abraham Lincoln ([Sample Lessons](http://learnzillion.com/lessonsets/439-close-reading-informational-text-president-lincolns-second-inaugural-address)) * “[John Brown’s Speech to the Court at his Trial](http://www.nationalcenter.org/JohnBrown%27sSpeech.html),” John Brown * “[‘Nones’ on the Rise](http://www.pewforum.org/unaffiliated/nones-on-the-rise.aspx),” The Pew Forum on Religion & Public Life (October 9, 2012) | **Unit Focus**  Students will explore the role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity. Foundational literary works, speeches, and documents illustrate the nature of religious influence on periods in US history, and other informational texts provide students the opportunity to discuss the nature of religious influence in modern America. | **Possible[[4]](#footnote-4)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RI.11-12.6, RL.11-12.9, RL.11-12.10  RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.6, RI.11-12.8, RI.11-12.10 |
| **Text Complexity Rationale**  Some of the literary texts dip below the 11-CCR grade band; however, the complex meaning and features of the texts make them appropriate for the 11-CCR grade band. | **Research**  Students will investigate challenges to and the limits of the “Free Exercise Clause” of the First Amendment to the Constitution of the United States. They will select a topic that examines the role of religion in America (e.g., Supreme Court cases over religious matters, separation of church and state, role of religion in historical events, religious cults, various types of religion, etc.) and then write a report that first explains their topic and then defends or disputes the importance of the “Free Exercise Clause” of the First Amendment of the Constitution of the United States. | **Writing**  W.11-12.1a-e, W.11-12.2a-f, W.11-12.3a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, and W.11-12.10 |
| **Speaking and Listening**  SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 |
| **Language**  L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6 |
| **Possible Teacher Resources**  The following are some possible student resources for research topics and information:  “[First Amendment: Free Exercise Clause (1791)](http://billofrightsinstitute.org/resources/educator-resources/americapedia/americapedia-bill-of-rights/first-amendment/free-exercise-clause/),” Bill of Rights Institute; “[The Church in the Southern Black Community](http://docsouth.unc.edu/church/index.html)” from *Documenting the American South*, The University of North Carolina at Chapel Hill; “[A Summary of Native American Religions](http://are.as.wvu.edu/ruvolo.htm),” David Ruvolo; “[Religion and the Founding of the American Republic](http://www.loc.gov/exhibits/religion/overview.html),” Library of Congress; “[Politics and Economy: God and Government](http://www.pbs.org/now/politics/churchandstate.html)” from *NOW with David Brancaccio*, PBS; “[The Bill of Rights Legacy](http://myloc.gov/Exhibitions/creatingtheus/BillofRights/BillofRightsLegacy/Pages/SlObjectList.aspx)” from *Creating the United States*, Library of Congress; “[Divining America: Religion in American History](http://nationalhumanitiescenter.org/tserve/divam.htm)” from *TeacherServe*, National Humanities Center | | | |

**English III Year-in-Detail, cont. (SAMPLE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Three** | **Anchor Text**  *Our Town*, Thorton Wilder (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Related Texts**  *Literary Texts*   * “[Mending Wall](http://writing.upenn.edu/~afilreis/88/frost-mending.html),” Robert Frost ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * “A Rose for Emily,” William Faulkner * [*The Adventures of Huckleberry Finn*](http://etc.usf.edu/lit2go/21/the-adventures-of-huckleberry-finn/), Mark Twain   *Informational Texts*   * [*Declaration of Independence*](http://www.ourdocuments.gov/doc.php?doc=2), Thomas Jefferson ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) and [*Common Sense*](http://www.ushistory.org/paine/commonsense/), Thomas Paine ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * [*Civil Disobedience*](http://thoreau.eserver.org/civil.html), Henry David Thoreau and “[Self-Reliance](http://www.emersoncentral.com/selfreliance.htm),” Ralph Waldo Emerson * Excerpts from *Bowling Alone*, Robert Putnam * Pages 21-16 of “[Individual and Community: Creating Common Purpose](http://www.andar360.com/site/Library/Bookstore/0787963933.pdf)” from *Civic Revolutionaries: Igniting the Passion for Change in America’s Communities*, Douglas Henton, John G. Melville, and Kimberly A Walesh | **Unit Focus**  Students will learn more about the founding ideals of our country and consider how those ideals have and evolved over time. Students will explore the concepts of tradition and change, communities versus individuals, and how obligation to moral or social justice compels people to act, whether consciously or unconsciously. | **Possible[[5]](#footnote-5)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Possible Reading Standards**  RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9, RI.11-12.10  RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10 |
| **Text Complexity Rationale**  Several texts in this set are exemplars from Appendix B. Several of the informational texts will challenge students and will require some additional scaffolding. | **Sample Research**  Students will write a critical essay/literary analysis on one of the literary texts in the set. They research literary criticism on the text, develop a thesis, and defend their claims using evidence.  Another option:  Students will examine how a character in one of the literary texts displays the values of one of the informational texts (e.g., practices civil disobedience or demonstrates self-reliance, etc.). Then they will write an argumentative essay in which they make a claim about the character and defend the claim with evidence. This is similar to what is included in the Possible Teacher Resources below. | **Possible Writing Standards**  W.11-12.1a-e, W.11-12.3a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10 |
| **Possible Speaking and Listening Standards**  SL.11-12.1a-d |
| **Possible Language Standards**  L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6 |
| **Possible Teacher Resources**  [*Civil Disobedience*](http://books.google.com/books?id=N5NDMxfkum8C&pg=PA129&lpg=PA129&dq=crucible+civil+disobedience&source=bl&ots=txSLMbXbPu&sig=kdf2NmEK5DSCgOothPsxS9c31A8&hl=en&sa=X&ei=m5YrUar4NKbP2QWAmIDQDw&sqi=2&ved=0CC4Q6AEwAA#v=onepage&q=crucible%20civil%20disobedience&f=false), Harold Bloom | | | |

**English III Year-in-Detail, cont. (SAMPLE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Four** | **Anchor Text**  *The American Dream: A Short History of an Idea that Shaped a Nation*, Jim Cullen (Informational) | **Related Texts**  *Literary Texts*   * [*The Great Gatsby*](http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/), F. Scott Fitzgerald ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) ([eBook](http://www.feedbooks.com/book/5543/the-great-gatsby)) ([Sample lessons](http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/)) * “[Contents of the Dead Man’s Pocket](http://www.is.wayne.edu/mnissani/20302005/Deadman.htm),” Jack Finney * “[The Egg](http://www.eldritchpress.org/tales/egg.html),” Sherwood Anderson * “[Let America Be American Again](http://www.poets.org/viewmedia.php/prmMID/15609),” Langston Hughes * *The Death of a Salesman*, Arthur Miller ([Sample lessons](http://learning.blogs.nytimes.com/2012/02/16/teaching-death-of-a-salesman-with-the-new-york-times/))   *Informational Texts*   * “[The Fallacy of Success](http://www.cse.dmu.ac.uk/~mward/gkc/books/success.html),” G. K. Chesterton ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * “[The Most Unequal Place in America](http://us.cnn.com/2013/10/29/opinion/sutter-lake-providence-income-inequality/index.html?sr=sharebar_facebook)” from CNN.com, John D. Sutter * “[Volume II: Chapter XIII, Why the Americans are so Restless in the Midst of Their Prosperity](http://xroads.virginia.edu/~HYPER/DETOC/ch2_13.htm),” Alexis de Tocqueville ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * “[A Quilt of A Country](http://www.thedailybeast.com/newsweek/2001/09/27/a-quilt-of-a-country.html),” Anna Quindlen ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * “[Grad Who Beat the Odds Asks, Why Not the Others](http://www.npr.org/2012/06/06/154165729/grad-who-beat-the-odds-asks-why-not-the-others)?,” Claudio Sanchez (Text and Audio) * “[American Dream Faces Harsh New Reality](http://www.npr.org/2012/05/29/153513153/american-dream-faces-harsh-new-reality),” Ari Shapiro (Text and Audio) * “[Hollywood Dreams of Wealth, Youth, and Beauty](http://www.npr.org/2012/06/19/154861194/hollywood-dreams-of-wealth-youth-and-beauty),” Bob Mondello (Text and Audio) | **Unit Focus**  Students will learn about the American Dream and explore the ideas through various texts. They will explore how foundational American literature treats the topic and consider different perspectives. | **Possible[[6]](#footnote-6)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Possible Reading Standards**  RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RL.11-12.10  RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10 |
| **Text Complexity Rationale**  Some of the literary texts dip below the 11-CCR grade band; however, the complex meaning and features of the texts make them appropriate for the 11-CCR grade band. Several texts are exemplars from Appendix B. | **Sample Research**  Students will independently research a topic of their choice related to the American Dream. They will write an essay and then create a multimedia presentation for the class. As part of the presentation, each student presenter should develop discussion questions about the presentation and topics presented and lead a discussion of the class. Students will evaluate the student presenters for the quality of the research, explanation and support of the stance, rhetoric, and presentation. | **Possible Writing Standards**  W.11-12.1a-e, W.11-12.2a-f, W.11-12.3a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, and W.11-12.10 |
| **Possible Speaking and Listening Standards**  SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 |
| **Possible Language Standards**  L.11-12.1a-b, L.11-12.2, L.11-12.3, L.11-12.4a-d, L.11-12.5, L.11-12.6 |

1. By the end of grade 11, students should demonstrate the ability to read texts in the 11-CCR grade band proficiently, with scaffolding as needed at the high end of the range (RL.11-12.10, RI.11-12.10). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading. Support for students outside of whole-class instruction should build student proficiency with reading grade-level texts. This might involve: for weaker readers—continued fluency work and reading of easier, related texts to support, not substitute or replace, the whole-class text; for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with text-dependent questions); or, for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts. Click [**here**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) for guidance on determining text complexity. [↑](#footnote-ref-1)
2. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 11 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-11). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 11 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-11-sample-(pdf).pdf?sfvrsn=6). For information about how these standards will be assessed statewide in 2013-14, refer to the [English III Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-iii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-2)
3. “Sample Research” refers to student-led inquiry activities (as recommended with [each module/unit on the PARCC Model Content Frameworks](http://www.parcconline.org/mcf/english-language-artsliteracy/research-project-7)). These extension tasks allow students to make connections with texts and should be done AFTER students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Multiple text-dependent reading and writing performance tasks are expected prior to the Sample Research task. [↑](#footnote-ref-3)
4. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 11 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-11). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 11 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-11-sample-(pdf).pdf?sfvrsn=6). For information about how these standards will be assessed statewide in 2013-14, refer to the [English III Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-iii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-4)
5. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 11 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-11). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 11 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-11-sample-(pdf).pdf?sfvrsn=6). For information about how these standards will be assessed statewide in 2013-14, refer to the [English III Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-iii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-5)
6. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 11 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-11). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 11 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-11-sample-(pdf).pdf?sfvrsn=6). For information about how these standards will be assessed statewide in 2013-14, refer to the [English III Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-iii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-6)