

## Junior Literature Course Essential Learnings

### Reading

All juniors will understand that...	All juniors will be able to...	All juniors will know...	Iowa Core
Authors write to make meaning of and influence the time, place, and culture in which they live.	Synthesize multiple texts from the same time period, including some by American authors, as well as visual texts.		<a href="#">(RL.11-12.9) (DOK 3,4)</a>
Close reading involves tracing patterns and looking closely at how and why authors use devices to create meanings.	Closely read to gather details, identify patterns, and deepen their understanding of theme/central idea, development, structure, diction, and point of view in a variety of fiction and nonfiction texts.	Some possible close reading lenses: theme/thesis & development, diction (word choice), syntax, structure, point of view, intertextuality (reading across texts), and/or reading with an historical lens	<a href="#">(RL.11-12.2) (DOK 2,3,4)</a> <a href="#">(RI.11-12.2) (DOK 2,3,4)</a> <a href="#">(RL.11-12.3) (DOK 2,3,4)</a> <a href="#">(RI.11-12.3) (DOK 2,3)</a> <a href="#">(RL.11-12.4) (DOK 1,2,3)</a> <a href="#">(RI.11-12.4) (DOK 1,2,3)</a> <a href="#">(RL.11-12.5) (DOK 3,4)</a> <a href="#">(RI.11-12.5) (DOK 2,3,4)</a> <a href="#">(RL.11-12.6)</a> <a href="#">(RI.11-12.6) (DOK 2,3,4)</a> <a href="#">(L.11-12.10) (RI.11-12.10)</a> <a href="#">(L.11-12.3) (DOK 1,2,3)</a>
What you read determines how you read.	<ul style="list-style-type: none"> <li>Independently select and read a variety of books while increasing their volume and stamina.</li> <li>Use comprehension strategies to make meaning as they read.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>Demonstrate independence in gathering vocabulary knowledge.</li> </ul>	Other words determined by teacher/building	<a href="#">(RL.11-12.IA.2) (DOK 1)</a> <a href="#">(RI.11-12.IA.2) (DOK 1)</a> <a href="#">(RL.11-12.IA.1) (DOK 2,3)</a> <a href="#">(RI.11-12.IA.1) (DOK 2,3)</a>
Readers and writers use a common language to discuss a text.	Acquire and use accurately academic and domain-specific words and phrases.	Some literary and rhetorical devices	<a href="#">(L.11-12.3) (DOK 1,2,3)</a> <a href="#">(L.11-12.6) (DOK 1,2)</a> <a href="#">(L.11-12.4) (DOK 1,2)</a>

Authors are in conversation with other authors within and across time, place, and culture.	Evaluate and analyze multiple interpretations of the same text.		<a href="#">(RL.11-12.7) (DOK 3,4)</a>
--	---	--	--

## Speaking and Listening

All juniors will understand that...	All juniors will be able to...	All juniors will know...	Iowa Core
People engage in discussion to consider others' perspectives and to clarify their own perspectives.	Support, contradict, modify, summarize, and question during discussions.		<a href="#">SL 11-12.1</a> <a href="#">SL 11-12.IA.7</a> <a href="#">SL 11-12.6</a>
Speech delivery, structure, and content vary based on the purpose and audience.	<ul style="list-style-type: none"> <li>• Speak using appropriate physical, facial, and vocal cues.</li> <li>• Make and refine speech choices in terms of delivery, structure, content, and media based on the mode of writing.</li> <li>• Evaluate a speech.</li> <li>• Prepare and conduct interviews. <a href="#">(SL.11-12.IA.5) (DOK 2,3)</a></li> <li>• IA.6.Participate in public performances. <a href="#">(SL.11-12.IA.6) (DOK 2,3)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Physical cues: body language and posture, as well as gesture</li> <li>• Facial cues: facial expression and eye contact</li> <li>• Vocal cues: rate and tone</li> </ul>	<a href="#">(SL.11-12.4) (DOK 1,2,3)</a> <a href="#">(SL.11-12.5) (DOK 1,2,3)</a> <a href="#">(SL.11-12.3) (DOK 2,3,4)</a> <a href="#">SL 11-12.5</a>

## Writing Products and Processes

All juniors will understand that...	All juniors will be able to...	All juniors will know...	Iowa Core
Writing is a recursive process that involves brainstorming, gathering and analyzing evidence, drafting, revising, and proofreading.	Use technology to refine their writing and research processes for their success.	Recursive	<a href="#">(W.11-12.5) (DOK 1,2,3,4)</a> <a href="#">(W.11-12.6) (DOK 1,2)</a> <a href="#">(L.11-12.3) (DOK 1,2,3)</a>
Content, organization, and style vary based on task, purpose, and audience.	<ul style="list-style-type: none"> <li>• Make and refine choices in terms of content, organization, and style based on the purpose and audience.</li> <li>• Compose proficient shorter and longer persuasive, narrative, analytical, and informative products.</li> </ul>	Content Organization Style Purpose Audience	<a href="#">(W.11-12.4) (DOK 3,4)</a> <a href="#">L.11-12.3, W.11-12.10</a> <a href="#">(W.11-12.1) (DOK 3,4)</a> <a href="#">(W.11-12.2) (DOK 3,4)</a> <a href="#">(W.11-12.3) (DOK 3,4)</a> <a href="#">(RL.11-12.1) (DOK 1,2,3)</a> <a href="#">(RI.11-12.1) (DOK 1,2,3)</a>

			<a href="#">W.11-12.9</a>
Usage is a matter of convention, can change over time, and is sometimes contested (L.11-12.1) (DOK 1,2).	Use reliable methods for proofreading.		<a href="#">(L.11-12.1) (DOK 1,2)</a> <a href="#">(L.11-12.2) (DOK 1)</a>
Effective research synthesizes paraphrased, summarized, and quoted material to reach an original understanding.	<ul style="list-style-type: none"> <li>• Formulate (a) question(s) that requires inquiry into a variety of sources</li> <li>• Search multiple types of sources and search methods</li> <li>• Evaluate sources and manage useful research notes.</li> </ul>	Synthesis	<a href="#">(W.11-12.7) (DOK 2,3,4)</a> <a href="#">(W.11-12.8) (DOK 1,2,3,4)</a> <a href="#">(RI.11-12.7) (DOK 3,4)</a> <a href="#">SL 11-12.2</a>
Different researchers follow different models to cite research, but all researchers use some standard format.	<ul style="list-style-type: none"> <li>• Use and punctuate citations correctly, according to assigned style.</li> <li>• Create and format a Works Cited or Bibliography page correctly.</li> <li>• Cite images correctly.</li> </ul>	Paraphrase A citation style	<a href="#">(W.11-12.8) (DOK 1,2,3,4)</a>