

Grade 11 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Analysis
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Authenticity

GENRE FOCUS

Expository: Analysis

NOTES

When analyzing a topic or debatable issue, a writer needs to be able to authentically represent the arguments, perspectives, and assumptions that revolve around the issue. Only thorough research will allow you to be able to summarize and understand each stance. Issues are complex and immersing in the facts and opinions will allow for a well thought out analysis that is legitimate and credible. Rabiner and Fortunato from *Thinking Like Your Editor* advise that before writing a book on any topic a writer must be able to answer a few questions. The third question they see as important is, “Why are you the person to write this book?” (Rabiner and Fortunato *How to Write a Proposal* pg 91) This question drives home the notion that if you are to write anything, you must be ready to write it. Research promotes authenticity, and any good analysis must be authentic.

PATTERN STATEMENT

Analysis is rooted in authenticity.

ADDITIONAL NOTES

The pattern, *Analysis is rooted in authenticity*, can be illustrated by the movie Rudy. Two clips would be good to show, the first where Rudy fails to make the Notre Dame football team because he just isn't ready, weak, small, grades are not where they should be, and he is not an authentic college football player. The second scene

is later in the film where Rudy finally gets a chance to play football for Notre Dame after he has studied, battled, scrapped, and earned his chance to perform. Guide students to recognize the pattern, *Analysis is rooted in authenticity*. Where else in life is this pattern illustrated?

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AUTHENTICITY			
Objective		Checklist	
<p>With teacher prompting and support, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read your writing aloud. Does it sound enough like you to make the reader hear your voice? <input type="checkbox"/> Examine your word choice. Do any of the words communicate at a higher or lower level than is normal for you? If so, reevaluate their use. <input type="checkbox"/> Are the communicator's motives and desires clear? <input type="checkbox"/> Would the author (you), considering background, motives, desires, and other relevant influences, say that? in that way? 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice, <p>AND</p> <ul style="list-style-type: none"> ▶ Writing features authenticity within paragraphs or sections. ▶ Additional revisions may improve some elements, but issues of authenticity have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice. ▶ Writing features few (two or fewer) examples of paragraphs or sections that do not present authenticity. ▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity. 	<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice. ▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity. 	<ul style="list-style-type: none"> ▶ Writing features word choice and sentences that lack authenticity and does not fit the author's voice. ▶ Significant revision could strengthen writing by eliminating and revising sections of paragraphs that lack authenticity.

GENRE

EXPOSITORY: ANALYSIS	
Definition	Objective
<p>Presents a thesis or argument regarding a work of literature or an author's collected works and supported by evidence from the text(s). For example, a writer may present a thesis regarding an author's use of symbolism within a specific work—e.g., <i>Laner's use of snow in <u>Blizzard Warning</u> represents the protagonist's methods of dealing with conflict</i>. It is NOT a book report, and any summarizing should only be used to support the writer's thesis. The emphasis is on the literary text—the writing itself, not the typical story elements. The only opinion should be the writer's thoughts regarding the thesis, not "I liked this book because..."</p>	<p>With teacher prompting and support, student writes a cohesive and coherent analysis, examining the claims, evidence, and assumptions of the major sides of an argument, posing questions that guide an assessment of each side's position, interpreting the merits and weaknesses of each position, and offering a reasoned conclusion for supporting one side over another.</p>
(Rubric next page)	

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GENRE

Expository:
Analysis

EXPOSITORY: LITERARY ANALYSIS

Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ▶ All borrowed content is correctly attributed. ▶ Additional revision may minimally improve the analysis. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ▶ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▶ Additional development or revision may increase the analysis' accuracy in attribution. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis , examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ▶ Analysis reads like a list of facts. Writing lacks flow and connection between ideas. AND/OR Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▶ Additional development or revision could significantly improve the analysis' flow and accuracy in attribution. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. AND/OR Lacks material based on content gathered from three or more resources. ▶ Additional development or revision could significantly improve the analysis' content and/or credibility (i.e., use more references).