

Appendix One: Implementing Teaching Standards

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence 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.

This is precisely what the work of Critical Discourse Analysis achieves. When students select extracts from the screenplays, they use the building tasks to infer the ideas, identities, connections, and power relations inherent in the communication being analyzed. The building tasks also invite students to speculate about the meaning of uncertain textual gaps.

CCSS.ELA-LITERACY.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.

When students perform CDA using the building tasks, they uncover the figurative and connotative meanings of emphasized words in a precise way. Students outline their thinking on how a word's potential for multiple meanings can shape the discourse it inhabits.

CCSS.ELA-LITERACY.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.

Gee's building tasks of significance, identities, and relationships specifically address this standard. The building task questions, followed by the written CDA analysis draw on these concepts. This is precisely the work of CDA.

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

In this unit, I implement think-pair-share, fishbowls, and the jigsaw method to foster student collaborative discussion. These formats encourage students to build on each other's ideas.

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

The majority of the instructional time in this unit involves students presenting their findings, both about the substance of their assigned chapters, and their analysis of the extracts with the building tasks.

CCSS.ELA-LITERACY.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.

Students design Google Slides to teach their chapters to the class. The rubric accounts for the content, and the design aesthetics of the product.