

# Patterns of **POWER**

**PATTERNS OF POWER, GRADES 9–12**

**BY JEFF ANDERSON, TRAVIS LEECH, AND HOLLY DURHAM**

**CORRELATION TO**

**New York State Next Generation Learning Standards  
English Language Arts**

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# Patterns of Power, Grades 9–10

## CORRELATION TO

### New York State Next Generation Learning Standards English Language Arts

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

New York State Next Generation Language Standards Conventions of Academic English/Language for Learning 9-12L	
<b>9-12L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</b>	
<b>Core Convention Skills for Grades 9-12:</b>	
Use parallel structure.	7.1 7.2 7.3
Use various types of phrases and clauses to add variety and interest to writing or presentations.	Phrases 4.3 4.4 4.5 4.7 4.10 4.11 6.1 6.2 6.3 6.4 9.1  Clauses 4.1 4.4 4.5 4.7 4.9 4.11 5.1 5.2 5.3

**9-12L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.**

**Core Punctuation and Spelling Skills for Grades 9-12:**

Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<p>Commas 4.7 4.10</p> <p>Dashes 4.5 4.9 4.11</p> <p>Parentheses 4.12</p> <p>*Phrases lessons also include comma usage</p>
Use a semicolon to link two or more closely related independent clauses.	4.5 4.8 5.1
Use a colon to introduce a list or quotation.	4.2 4.3 4.4

**Knowledge of Language 9-10L**

**9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	8.1 8.2 8.3 8.4 8.5
9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>The Invitations offer many opportunities for students to use academic vocabulary during their collaborative work. Also, Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some have students analyze text and others have students apply their understanding of the pattern to writing about their reading.</p> <p>Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this standard. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern to analyze texts. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.</p>

**New York State Next Generation Writing Standards 9-10W:**

**Text Types and Purposes**

9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	6.1 (A)
9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	Chapter 3, Pages 60-63  4.12 (A) 4.13 (A) 4.14 (A) 5.2 (A) 6.2 (A) 7.1 (A) 7.2 (A) 7.3 (A) 9.1 (A) 9.2 (C/C) (A) 9.3 (A)

**New York State Next Generation Reading Standards (Literary and Informational Text) 9-10R**

**Key Ideas and Details**

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	8.1 8.2 8.3
9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	Chapter 3, Pages 61-62  6.2 (A) 9.2 (C/C) (A)
9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.	Chapter 3, Page 58-59  4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 9.1 (A) 9.2 (A) 9.3 (A)

<b>Craft and Structure</b>	
9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	<p>All of the lessons offer model sentences, as well as models for further study, that allow for discussion around how usage is complex and tied to meaning, not rules. Collectively, they also model varied syntax and a variety of patterns. All lessons encourage and provide tools to foster this level of discussion and facilitate the understanding stated in the standards.</p> <p>Each of the lessons offer varied usages of the convention through different:</p> <ul style="list-style-type: none"> <li>• genres</li> <li>• mediums</li> <li>• purposes</li> <li>• tone</li> <li>• syntax</li> <li>• literary devices</li> <li>• rhetorical devices</li> </ul> <p>Additionally, as Model Sentences are taken from published texts, many play with usage or “break rules” and use figurative language to impact their audience. This conversation begins with the first Invitation - Noticing - and is further explored in Compare/Contrast. As an example, 4.3 Colons that Introduce Lists uses asyndeton vs. a list that includes a comma/and.</p> <p>Models for Further Study also ensures that the pattern can be explored in a variety of contexts as well as fiction and nonfiction.</p>
9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections. (RI)	
9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	

### New York State Next Generation Speaking and Listening Standards 9-10SL

<b>Comprehension and Collaboration</b>	
<b>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</b>	
9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.	<p>While the lessons do not require researched material or coming to discussions with prepared material, students are expected to connect to their reading as well as synthesize and connect any new learning to lessons already covered.</p> <p>This standard is addressed through student discussion and interaction within each of the following invitations of every lesson:</p> <ul style="list-style-type: none"> <li>• Invitation to Compare &amp; Contrast</li> <li>• Invitation to Imitate</li> <li>• Invitation to Apply</li> <li>• Invitation to Edit/Editing Conversations</li> </ul>
9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	<p>This standard is an expectation that is set and followed throughout most of the invitations of the <i>Patterns of Power</i> process. In many instances, students may work in pairs or small groups that require coming to a consensus and/or sharing their collaborative ideas and thoughts with others.</p>

<p>9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Questions may arise within the Invitation to Notice that require student response and elaboration. This is also heavily present in reading applications, as students use the pattern to discuss concepts such as characterization, tone, theme, etc.</p> <p>In Chapter 2, page 40, there is a chart with follow-up questions to pose for deeper discussion.</p>
<p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>This standard is addressed beginning in the Invitation to Compare &amp; Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. Also see commentary for 9-10SL1b.</p>

# Patterns of Power, Grades 11–12

## CORRELATION TO

### New York State Next Generation Learning Standards English Language Arts

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

New York State Next Generation Language Standards Conventions of Academic English/Language for Learning 9-12L	
<b>9-12L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</b>	
<b>Core Convention Skills for Grades 9-12:</b>	
Use parallel structure.	7.1 7.2 7.3
Use various types of phrases and clauses to add variety and interest to writing or presentations.	Phrases 4.3 4.4 4.5 4.7 4.10 4.11 6.1 6.2 6.3 6.4 9.1  Clauses 4.1 4.4 4.5 4.7 4.9 4.11 5.1 5.2 5.3

**9-12L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.**

**Core Punctuation and Spelling Skills for Grades 9-12:**

Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<p>Commas 4.7 4.10</p> <p>Dashes 4.5 4.9 4.11</p> <p>Parentheses 4.12</p> <p>*Phrases lessons also include comma usage</p>
Use a semicolon to link two or more closely related independent clauses.	4.5 4.8 5.1
Use a colon to introduce a list or quotation.	4.2 4.3 4.4

**Knowledge of Language 11-12L**

**11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p>Numerous lessons provide practice with varied syntax as well as consistent exposure to varied syntax through the Invitations to Notice and Compare/Contrast.</p> <p>An example of this is Lesson 5.2 where students play with inserting the same phrase into an imitation sentence in different places and make decisions about the effectiveness of each choice. Students also discuss varied syntactical choices in each Invitation to Edit.</p>
11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>The Invitations offer many opportunities for students to use academic vocabulary during their collaborative work. Also, Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some have students analyze text and others have students apply their understanding of the pattern to writing about their reading.</p> <p>Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this standard. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern to analyze texts. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.</p>



### New York State Next Generation Writing Standards 11-12W:

#### Text Types and Purposes

11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

6.1 (A)

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

Chapter 3, Pages 60-63

4.12 (A)  
4.13 (A)  
4.14 (A)  
5.2 (A)  
6.2 (A)  
7.1 (A)  
7.2 (A)  
7.3 (A)  
9.1 (A)  
9.2 (C/C) (A)  
9.3 (A)

### New York State Next Generation Reading Standards (Literary and Informational Text) 11-12R

#### Key Ideas and Details

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

8.1  
8.2  
8.3

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.

Chapter 3, Pages 61-62

6.2 (A)  
9.2 (C/C) (A)

11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.

Chapter 3, Page 63

4.12 (A)  
4.13 (A)  
5.2 (A)  
6.2 (A)  
9.1 (A)  
9.2 (A)  
9.3 (A)

**Craft and Structure**

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. **Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.** Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.

All of the lessons offer model sentences, as well as models for further study, that allow for discussion around how usage is complex and tied to meaning, not rules. Collectively, they also model varied syntax and a variety of patterns. All lessons encourage and provide tools to foster this level of discussion and facilitate the understanding stated in the standards.

11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.

Each of the lessons offer varied usages of the convention through different:

- genres
- mediums
- purposes
- tone
- syntax
- literary devices
- rhetorical devices

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).

Additionally, as Model Sentences are taken from published texts, many play with usage or “break rules” and use figurative language to impact their audience. This conversation begins with the first Invitation - Noticing - and is further explored in Compare/Contrast. As an example, 4.3 Colons that Introduce Lists uses asyndeton vs. a list that includes a comma/and.

Models for Further Study also ensures that the pattern can be explored in a variety of contexts as well as fiction and nonfiction.

**New York State Next Generation Speaking and Listening Standards 9-10SL**

**Comprehension and Collaboration**

**11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.**

11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

While the lessons do not require researched material or coming to discussions prepared, students are expected to connect to their reading as well as synthesize and connect any new learning to lessons already covered.

This standard is addressed through student discussion and interaction within each of the following invitations of every lesson:

- Invitation to Compare & Contrast
- Invitation to Imitate
- Invitation to Apply
- Invitation to Edit/Editing Conversations

11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

This standard is an expectation that is set and followed throughout most of the invitations of the *Patterns of Power* process. In many instances, students may work in pairs or small groups that require coming to a consensus and/or sharing their collaborative ideas and thoughts with others.

<p>11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Questions may arise within the Invitation to Notice that require student response and elaboration. This is also heavily present in reading applications, as students use the pattern to discuss concepts such as characterization, tone, theme, etc.</p> <p>In Chapter 2, page 40, there is a chart with follow-up questions to pose for deeper discussion.</p>
<p>11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>This standard is addressed beginning in the Invitation to Compare &amp; Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. Also see commentary for 11-12SL1b.</p>

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