

**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: September (4 Weeks)
Unit 1: Launching Writer's Notebook

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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. (Include Shakespeare as well as other authors.)</p>	<p>1. What technical decisions do memoirists make to support their insightful claims about the world they live in?</p> <p>2. How can I observe my life and my world, pushing beyond just the telling of a good story, and moving toward an insight that will resonate with readers?</p> <p>3. As a memoirist, who is my first audience? Myself or my reader?</p> <p>4. How can I use personal experiences to touch or influence readers?</p>	<p>Pre-Unit Assessment Task: In order to determine your understanding of memoir writing at this point, please write a short essay that answers the essential questions. Use specific examples from any memoir, personal narrative, poetry, or other genre you have written in the past.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it necessary for a memoirist to discover the meaning of the memoir? 2. Is a memoir a confession or a thoughtful insight? 3. What are memoirists' basic and essential decisions that make them different from storytellers? <p>Mid-Unit Assessment Task: What habit or attitude is essential to become a memoirist? Reread your writer's notebook and identify an attitude that</p>	<p>insight narrative elements of storytelling theme tracking an idea through multiple drafts</p>	<p>Print Resources Barrington, Judith. <i>Writing the Memoir: From Truth to Art</i>. Portland: Eighth Mountain Press. 1997. Print.</p> <p>Beard, Jo Ann. <i>Boys of My Youth</i>. Boston: Back Bay Books. 1999. Print.</p> <p>Goldberg, Natalie. <i>Old Friend from Far Away: The Practice of Writing Memoir</i>. New York: Free Press. 2007. Print.</p> <p>Web Resources The Fourth Genre: Nonfiction. Michigan State University Press. Web. 5 Sept. 2013. http://msupress.msu.edu/journals/fq/</p> <p>Oakland Schools Literacy Website</p>

<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>		<p>influenced and increased your living like a memoirist. What strategies or readings influenced your choice? Select a single entry that best demonstrates your view of this essential attitude. Explain how using this attitude enabled or changed the way you think about writing or think about yourself as a writer.</p> <p>Students will select a single entry that best demonstrates their view of this essential attitude. Explain how using this attitude enabled or changed the way you think about writing or think about yourself as a writer.</p> <p>Post-Unit Assessment Task:</p> <p>What engages readers in the public and/or private lives of individuals? After reading memoirs and memoir excerpts and experimenting with the habits, strategies, and attitudes of memoirists, generate a variety of memoir drafts to discover moments that matter. Through</p>		
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<p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing</p>		<p>self-exploration of those moments as well as the identification of ordinary and emblematic moments, define an aspect of your public and/or private life. Then write a memoir that expresses this aspect and demonstrates use of memoirists' techniques. Revise and edit the memoir to meet a publishing standard. Write a reflection that examines the ways your writing has been impacted by experimenting with and developing a memoir for publication. Submit the memoir for publication.</p>		
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<p>feedback, including new arguments or information.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
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<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language</p> <p>3. 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.</p> <p>L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>				
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<p>L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: October (5 Weeks)
Unit 2: Independent Reading

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>1. What reading and thinking habits do I have or will learn by stretching or extending my reading in literary nonfiction?</p> <p>2. What strategies and processes do I use to engage in reading to explore central ideas and arguments posed in informational texts?</p> <p>3. What are the basic structures of book-length literary nonfiction texts?</p> <p>4. How can I use knowledge about these structures to enable me to engage in increasingly complex texts to identify an author's multiple purposes in a text?</p>	<p>Pre-Unit Performance Task <i>What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading literary nonfiction?</i> After listing in- and out-of-school reading, and reading dust-jacket comments from a range of literary nonfiction, write a reflective paragraph that states if this unit will stretch or extend your reading habits. Predict one way you might change as a reader by reading and studying this genre.</p> <p>Mid-Unit Formative Assessment Task <i>How are my reading habits, my identity as a reader, or my preferences for reading changing?</i> Review your reader's notebook, the goals you set before beginning the unit</p>	<p>angle central idea claim genre literary nonfiction organization/structure: cause/effect, comparison/contrast, list, problem/solution reader identity textual evidence</p>	<p><u>Print Resources</u> Arnett-Ferguson, Ann. <i>Bad Boys: Public Schools in the Making of Black Masculinity</i></p> <p>Boyle, Kevin. <i>The Arc of Justice: The Saga of Race, Justice, and Murder in the Jazz Age</i></p> <p>Chua, Amy. <i>Battle Hymn of the Tiger Mother</i> Conover, Ted. <i>NewJack: Guarding Sing Sing</i></p> <p>Didion, Joan. <i>Salvador</i></p> <p>Ehrenreich, Barbara. <i>Bright-sided: How Positive Thinking is Undermining America</i></p> <p>Gawande, Atul. <i>Letting Go: What should medicine do when it can't save your life?</i></p> <p>Gladwell, Malcom. <i>Blink</i></p> <p>Gladwell, Malcom. <i>Outliers</i></p> <p>Gladwell, Malcolm. <i>Tipping Point</i></p> <p>Goldberg, Michelle. <i>The Means of Reproduction: Sex, Power and the Future of the World</i></p> <p>Grann, David. <i>A Murder Foretold: Unraveling the Ultimate Political Conspiracy</i></p>

<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development,</p>		<p>and the goals you set during the unit. Reflect on this review to identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</p> <p>Post-Unit Assessment Task</p> <p><i>What reading habit impacted the way you analyzed and tracked the central idea(s) in this text?</i> After reading part or all of one text, review the connections, theories, and discussion topics you have tracked and recorded in your reader’s notebook, handouts, or bookmarks. Write 2-3 paragraphs to state the central idea and/or purpose of the whole text, explain how the author connects details across the text to promote that central idea, and explain how the author structures a single chapter, or a</p>		<p>Johnson, Flora. <i>The Intelligence Question: Are Black People Stupid?</i></p> <p>Kotlowitz, Alex. <i>The Other Side of the River: A Story of Two Towns, A Death, and America’s Dilemma</i></p> <p>Larson, Erik. <i>Devil in the White City: Murder, Magic, and Madness at that Fair that Change America</i></p> <p>Larson, Erik. <i>In the Garden of Beasts: Love, Terror, and the American Family in Hitler’s Berlin</i></p> <p>Matthews, A.J. <i>White Room</i></p> <p>Orenstein, Peggy. <i>Cinderella Ate My Daughter: Dispatches from the Front Lines of Girlie-Girl Culture</i></p> <p>Pausch, Randy and Jeffery Zaslow. <i>The Last Lecture</i></p> <p>Pollan, Michael. <i>In Defense of Food: An Eater’s Manifesto</i></p> <p>Pollan, Michael. <i>The Omnivore’s Dilemma: A Natural History of Four Meals</i></p> <p>Roach, Mary. <i>Stiff: The Curious Lives of Human Cadavers</i></p> <p>Zaslow, Jeffery. <i>The Girls from Ames</i></p> <p><u>Resources for Further Professional Knowledge</u></p> <p>Allington, Richard. <i>What Really Matters for Struggling Readers: Designing Research-Based Programs</i>. 3rded. Boston: Pearson, 2011. Print.</p>
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<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to</p>		<p>pair of chapters, to establish and explore the central idea of the whole text.</p> <p>Next, write a single-paragraph reflection on how your reading habits have changed during this unit and how this change will impact future reading of informational texts.</p>		<p>Atwell, Nancy. <i>The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers</i>. New York: Scholastic Teaching Resources, 2007. Print.</p> <p>Burroway, Janet. <i>Writing Fiction: A Guide to Narrative Craft</i>. 3rded. New York: Longman, 2003. Print.</p> <p>Fredericksen, James E. ,Jeffrey D. Wilhelm, and Michael W. Smith. <i>So, What's the Story? Teaching Narrative to Understand Ourselves, Others, and the World</i>.Portsmouth, NH: Heinemann, 2012. Print.</p> <p>Gardner, John. <i>The Art of Fiction: Notes on Craft for Young Writers</i>. New York: Vintage, 1983. Print.</p> <p>Gottschall, Jonathan. <i>The Storytelling Animal: How Stories Make Us Human</i>. New York: Houghton Mifflin Harcourt, 2012. Print.</p> <p>Hadden, Mark, <i>The Curious Incident of the Dog in the Nighttime</i>.London, England: Vintage, 2004. Print.</p> <p>Ritchart, Ron, Mark Church, and Karin Morrison. <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</i>. San Francisco: Jossey-Bass, 2011. Print.</p> <p><u>Web Resources</u> Article about an invented story</p>
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<p>stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>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.</p> <p>Language</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				<p>A list of nonfiction books to read, by Sue Silverman, an author</p> <p>Homepage of Brevity, a nonfiction magazine</p> <p>David Coleman's description of literary nonfiction and the genre's importance in classrooms</p> <p>Homepage of The Fourth Genre, a nonfiction magazine</p> <p>Homepage for Etude, and includes a definition of literary nonfiction</p> <p>Article about why literary nonfiction is compelling, with a list of examples</p> <p>Another definition of literary nonfiction</p> <p>Lesesne, Teri. Reading Ladders: Leading Students From Where They Are to Where We'd Like Them to Be.</p> <p>Oakland Schools Literacy Website</p>
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**English Language Arts Pacing Guide
Eleventh Grade**

**Time Frame: November (4 Weeks)
Unit 3: Narrative Reading**

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a</p>	<p>1. What distinguishes one narrative genre from another? What is a satire?</p> <p>2. Which literary devices are most commonly used, and most effective, in a satire?</p> <p>3. How does the context (historical, cultural, literary) of the satire play an important role?</p>	<p>Pre-Unit Assessment Task: Students take a survey that asks them to quantify their abilities in three areas:</p> <p>1. Developing strategies for close reading: key ideas and details</p> <p>2. Analyzing genre: craft and structure</p> <p>3. Applying context: integration of knowledge and ideas</p> <p>Mid-Unit Formative Assessment Task: <i>Good satire comes from anger. It comes from a sense of injustice, that there are wrongs in the world that need to be fixed. And what better place to get that well of venom and outrage boiling than a newsroom, because you're on the front lines.</i> -Carl Hiaasen</p> <p>Part One:</p>	<p>historical context hyperbole inference irony point of view sarcasm understatement</p>	<p>Print Resources Bartel, Julie and Holley, Pam. <i>Annotated Book Lists for Every Teen Reader: The Best from the Experts at YALSA-BK</i>. New York, New York: Neal-Schuman Publishers, Inc., 2011. Print.</p> <p>Daniels, Harvey, and Steineke, Nancy. <i>Mini-Lessons for Literature Circles</i>. Heinemann: Portsmouth, NH, 2004.</p> <p>Fredricksen, James, Wilhelm Jeffrey D, and Smith, Michael. <i>So, What's the Story?: Teaching Narrative to Understand Ourselves, Others, and the World</i>. Heinemann: Portsmouth, NH, 2012.</p> <p>Gallagher, Kelly. <i>Deeper Reading: Comprehending Challenging Texts, 4—12</i>. Stenhouse Publishers: Portsmouth, NH 2004. Print.</p> <p>Wilhelm, Jeffrey D. <i>You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents</i>. New York, New York: Teachers College, 1997.</p> <p>Wilhelm, Jeffery, Baker, Tanya, and Hackett, Julie Dube. <i>Strategic Reading: Getting Students to Lifelong Literacy 6-12</i>. Boynton/Cook: Portsmouth, NH, 2001.</p> <p>Wormeli, Rick. <i>Summarization in any Subject: 50 Techniques to Improve Student Learning</i>. Association for Alexandria, VA: Association for</p>

<p>story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>		<p>What current event or issue provokes your sense of injustice? How would satire be an effective way to elicit change? After reading informational texts about a current event, write and perform a satirical skit that identifies a social problem. Be sure to use the satirical devices that you have learned in this unit in your skit. See rubric for assessment.</p> <p>Part Two: Complete a written reflection/analysis that identifies the devices you used and analyzes the effectiveness of your skit. Reflect upon what you have learned in this unit and how you applied it to the writing of your skit. Use the Reading Survey you took at the beginning of the unit as a guide to help you reflect upon and write about your learning. In which categories would you now score your answers differently? See rubric for assessment.</p>	<p>Supervision and Curriculum Development, 2005. Print.</p> <p>Zemelman, Steven, Daniels, Harvey "Smokey", Hyde, Arthur. <i>Best Practice, Fourth Edition: Bringing Standards to Life in America's Classrooms</i>. Heinemann: Portsmouth, NH, 2012.</p> <p><u>American Satire</u> Miller, Arthur. <i>The Crucible</i></p> <p>Melville, Herman. <i>The Confidence Man: His Masquerade</i></p> <p>Twain, Mark. <i>Huck Finn, A Connecticut Yankee in King Arthur's Court</i></p> <p>Cooper, James Fenimore. <i>The American Democrat, Homeward Bound, Home as Found</i></p> <p>Ellison, Ralph. <i>Invisible Man</i></p> <p>Lewis, Sinclair. <i>Babbitt</i></p> <p>Goldman, William. <i>The Princess Bride</i></p> <p>Anonymous. <i>Primary Colors</i></p> <p>Irving, Washington. <i>History of New York</i></p> <p>Lowell, James Russell. <i>The Biglow Papers</i></p> <p>Bradbury, Ray. <i>Fahrenheit 451</i></p> <p>Heller, Joseph. <i>Catch-22</i></p> <p><u>Web Resources</u> Wright, Junius. "Exploring Satire with Shrek" ReadWriteThink.org Web. 2 June 2013.</p>
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<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational</p>		<p>Post-Unit Assessment Task: Students turn in completed reading log entries/collecting text bookmarks that have prepared them for the writing unit that follows this unit. They are evaluated to determine whether students are able to:</p> <ol style="list-style-type: none"> 1. Identify key lines 2. Identify devices important to the genre studied (satire) 3. Analyze the author's use of the device to determine author's purpose 	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-satire-with-shrek-810.html</p> <p>Wright, Junius. "Additional Examples of Satire in Pop Culture" ReadWriteThink.org. Web. 2 June 2013 http://www.readwritethink.org/files/resources/lesson_images/lesson811/contemporary-examples.pdf</p> <p>Wright, Junius. "Exploring Satire with the Simpsons." ReadWriteThink.org. Web. 2 June 2013 http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-satire-with-simpsons-811.html</p> <p>http://merriam-webster.com</p> <p>http://www.dictionary.com</p> <p>http://www.wikipedia.com</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson936/SatiricalTechniques.pdf</p> <p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/</p> <p>http://www.readwritethink.org/classroom-resources/calendar-activities/humorist-erna-bombeck-born-20439.html</p> <p>http://en.wikipedia.org/wiki/Cold_War</p> <p>http://en.wikipedia.org/wiki/Arms_race</p> <p>http://ethemes.missouri.edu/themes/1951?locale=en</p>
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<p>texts independently and proficiently.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning,</p>				<p>http://www.readwritethink.org/classroom-resources/lesson-plans/from-seuss-jonathan-swift-936.html</p> <p>http://www.amazon.com/Goodnight-iPad-Parody-next-generation/dp/0399158561/ref=sr_1_5?s=books&ie=UTF8&qid=1356930234&sr=1-5&keywords=children%27s+book+satire</p> <p>http://www.theonion.com</p> <p>http://www.npr.org/templates/story/story.php?storyId=114206357</p> <p>Ancillary Texts Jon Stewart, <i>The Daily Show with Jon Stewart</i></p> <p>Matt Groening, <i>The Simpsons South Park</i></p> <p>Stephen Colbert, <i>The Colbert Report</i> Much of <i>Saturday Night Live</i>’s “Weekend Update”</p> <p>Miscellaneous political cartoons Dave Berry</p> <p>Oakland Schools Literacy Website</p>
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<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations</p>				
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<p>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating</p>				
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<p>a command of formal English when indicated or appropriate.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: December - Beginning January (4 Weeks)

Unit 4: Literary Essay

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and</p>	<p>1. What are the conventions of the genre you read?</p> <p>2. What do you notice about the craft of the authors you admire most?</p> <p>3. How do you provide the best evidence to support a claim?</p> <p>4. How do you re-examine your writing to make it more clear?</p>	<p>Pre-Unit Assessment Task: Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students' abilities to analyze literary texts. The prompt for that unit was: Students turn in completed reading log entries/collecting text bookmarks that have prepared them for the writing unit that follows this unit. They are evaluated to determine whether students are able to:</p> <p>1. Identify key lines</p> <p>2. Identify devices important to the genre studied (satire)</p> <p>3. Analyze the author's use of the device to determine author's</p>	<p>claim evidence hyperbole irony point of view reason(s) sarcasm understatement</p>	<p>Print Resources Bailey, Richard, and Linda Denstaedt. <i>Going Places</i>. New York:McGraw-Hill, 2009. Print.</p> <p>Calkins, Lucy and Medea Mcevoy. <i>Literary Essays: Writing About Reading</i>.Portsmouth:Heinemann, 2006. Print.</p> <p>Hillocks, George.<i>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</i>.Boynton Cook, 2011. Print.</p> <p>Jago, Carol. <i>Come to Class: Lessons for High School Writers (Writing About Literature)</i>. Portsmouth: Heinemann, 2008. Print.</p> <p>Lunsford, Andrea, John Ruskiewicz, and Keith Walters. <i>Everything's an Argument</i>. Bedford/St.Martin's, 2010. Print.</p> <p>Kirsznner, Laurie, Mandell, Stephen.<i>Patterns for College Writing: A Rhetorical Reader and Guide</i>. St. Martin's Press, 1992. Print.</p> <p>Oakland Schools Literacy Website</p>

<p>early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>				
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<p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</p>				
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<p>expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				
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<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: Mid-January - March (4 Weeks)

Unit 5: Basics of Argumentation

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of</p>	<p>1. What are the responsibilities of a critical citizen?</p> <p>2. What claims and counterclaims can I make as I read social settings and related informational and argumentative texts on power?</p> <p>3. What do I have to say about power and how will I develop a line of reasoning to support a clear argument about my views?</p>	<p>Pre-Unit Assessment Task What kinds of power matter in a social setting? Select a picture, create a drawing, or take a photograph that illustrates some aspect of power that matters in a social setting. Then write a paragraph that defines the aspect of power portrayed in the picture, drawing, or photograph.</p> <p>Mid-Unit Assessment Task After completing additional research and organizing your evidence, write a first draft of your argumentative essay. This first draft will include the claim, counterclaim, definition paragraph and several body paragraphs that state and explain the evidence. The draft will follow the line of reasoning plan you developed.</p>	<p>audience context ethnographic research primary and secondary research purpose Toulmin model of argument</p>	<p>Print Resources Bailey, Richard, and Linda Denstaedt. <i>Going Places</i>. New York: McGraw-Hill, 2009.</p> <p>Graff, Gerald and Cathy Birkenstein. <i>They Say, I Say: The Moves That Matter in Academic Writing</i>. New York: W W Norton & Company. 2009.</p> <p>Lunsford, Andrea A., John J Ruszkiewicz. <i>Everything's an Argument</i>. 5th Ed. Bedford/ St Martin's.</p> <p>Rex, Lesley A., Thomas, Ebony Elizabeth, and Engel, Steven. "Applying Toulmin: Teaching Logical Reasoning and Argumentative Writing"</p> <p>Toulmin, Stephen E. <i>The Uses of Argument</i>. New York: Cambridge University Press. 2003.</p> <p>Wormeli, Rick. <i>Summarization in Any Subject</i>. Alexandria: Association for Supervision and Curriculum Development. 2005.</p> <p>Web Resources Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons http://www.osteachingresearchwriting.org/</p>

<p>constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using</p>		<p>Post-Unit Assessment Task</p> <p>How is power created, shared, or controlled in public spaces? After conducting observational research and reading texts, identify two views on one aspect of power (a claim and counterclaim). Using your research and reflections on these two views, write an argumentative essay that defines the challenge or opportunity created by this power, and its impact on individuals in the social setting. Be sure to support your position with reasons and examples from your texts. Write a reflection that examines the ways your writing has been impacted by studying and writing about power.</p>		<p>Oakland Schools Literacy Website</p>
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<p>valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>				
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<p>W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p> <p>Range of Writing</p>				
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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Presentation of Knowledge and Ideas</p>				
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<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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 or formal and informal tasks.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p>				
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<p>Knowledge of Language</p> <p>3. 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.</p> <p>L.11-12.3. 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.</p> <p>Language Progressive Skills</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: Mid-February - March (4 Weeks)
Unit 6: Informational Reading

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and</p>	<p>1. How do we balance the tension between individual rights and the common good?</p> <p>2. How do the texts I am reading relate to the overarching theme of human rights?</p> <p>3. How are these issues I am encountering personally relevant?</p> <p>4. What is the historical context of this issue?</p> <p>5. How does this issue connect to foundational documents?</p> <p>6. How are foundational documents, informational texts, and literature connected?</p>	<p>Pre-Unit Assessment Task Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes. Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading informational texts and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:</p> <ul style="list-style-type: none"> · Key Ideas and Details · Craft and Structure · Integration of Knowledge and Ideas <p>Students will set goals during the unit and write a reflection at the end of the unit.</p> <p>Task 2: On-Demand Close Reading Students will read and annotate a text pair to establish a</p>	<p>annotation of a text cross-text connections democratic values historical connections human rights multi-draft reading</p>	<p>Print Resources Gallagher, Kelly. <i>Deeper Reading: Comprehending Challenging Texts</i>, 4—12. Portland: Stenhouse Publishers, 2004. Print.</p> <p>Gallagher, Kelly. <i>Reading Reasons: Motivational Mini-Lessons for Middle and High School</i>. Portland: Stenhouse Publishers, 2003. Print.</p> <p>Wilhelm, Jeffrey et. al. <i>Get It Done! Writing and Analyzing Informational Texts to Make Things Happen</i>. Portsmouth: Heinemann. 2012. Print.</p> <p>Wormeli, Rick. <i>Summarization in any Subject: 50 Techniques to Improve Student Learning</i>. Alexandria: Association for Supervision and Curriculum Development, 2005. Print.</p> <p>Web Resources Douglas Fisher: Close Reading and the CCSS, Part 1. YouTube, 03 Apr. 2012. Web. 09 June 2013. https://www.youtube.com/watch?v=5w9v6-zUg3Y</p> <p>Douglas Fisher: Close Reading and the CCSS, Part 2. YouTube, 18 Apr. 2012. Web. 09 June 2013. https://www.youtube.com/watch?v=JhGl5zdjpvC</p>

<p>early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.1. Determine two or more central ideas of a text and analyze</p>	<p>7. How do I read difficult historical texts?</p>	<p>baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.</p> <p>Mid-Unit Formative Assessment Students apply their analysis skills as they read two texts that represent ideas about or examples of the violation of or adherence to defined rights. They write three paragraphs: a summary of each text and a paragraph of response, which details their interaction with the texts.</p> <p>Summative Assessment Task <u>Students reflect upon their learning about a topic. They make the connections between multiple informational texts.</u> This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:</p>		<p>The Importance of Close Reading (Notice and Note: Strategies for Close Reading Video 1). YouTube, 15 Aug. 2012. Web. 09 June 2013. https://www.youtube.com/watch?v=6SRqZk7WkBI</p> <p>Oakland Schools Literacy Website</p>
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<p>their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the</p>		<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas <p>Task: What human rights established in <i>The Bill of Rights</i> means the most to me?</p> <p>After reading literature and informational texts that deal with the tensions between individual rights and the common good and doing a quick survey of online texts, write a paragraph that answers the task-question and explains your interest in the two or more rights. Explain why you would like to do further research on these topics. Support your discussion with evidence from the texts.</p> <p>Write a reflection that answers the following question about the skills and strategies you use when you read: Over the course</p>		
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<p>Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative</p>		<p>of this unit, how have I changed in my ability to:</p> <ul style="list-style-type: none"> • Identify key details • Analyze craft and structure • Integrate knowledge and ideas within or across texts 		
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<p>print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p>				
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<p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. 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>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>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.</p> <p>Language</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,</p>				
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<p>writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: April (4 Weeks)
Unit 7: Informational Essay

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>1. How can I inform myself about issues that impact the daily lives of Americans?</p> <p>2. How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</p> <p>3. Are human rights established in <i>The Bill of Rights</i> at risk?</p>	<p>Pre-Unit Assessment Task Consider the rights granted in the Bill of Rights. Which one of the rights seems especially important to you? Write a one-page response about that right and why you think it is so important to have in America. Include your personal connection to the right.</p> <p>Mid-Unit Formative Assessment Task What right established in the <i>Bill of Rights</i> is being threatened? After researching your chosen right, review your reading log and state your informed view. Create a bibliography of sources.</p> <p>Post-Unit Assessment Task Are human rights established in the <i>Bill of Rights</i> at risk? What is the impact of a global economy on these rights for</p>	<p>American ideals Bill of Rights civil liberties democracy democratic life digital media and research freedom historical context influences--historic al heritage primary research research secondary research seminal documents</p>	<p><u>Print Resources</u> Gray, Dave. et. al. <i>Game Storming: A Playbook for Innovators, Rulebreakers, and Changemakers</i>. Beijing: Sebastopol: PReilly. 2010. Print</p> <p>Nast, Jamie. <i>Idea Mapping: How to Access Your Hidden Brain Power, Learn Faster, Remember More, and Achieve Success in Business</i>. hoboken: John Wiley & Sons. 2006. Print</p> <p><i>Declaration of Independence</i> <i>Preamble to the Constitution</i> <i>Bill of Rights</i> Lincoln's 2nd Inaugural Address Malcolm X: <i>Ballots or Bullets</i> Elizabeth Alexander: "Praise Song for the Day"</p> <p>Shirley Jackson: "The Lottery" Newspapers and magazines: Wall Street Journal, Time, Newsweek, The Week, etc.</p> <p><u>Web Resources</u> http://www.pewforum.org</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons http://www.osteachingresearchwriting.org/</p> <p>http://brookings.edu</p>

<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the</p>		<p>Americans and/or other global citizens? After reading the <i>Bill of Rights</i>, other foundational U.S. documents and related readings, do shared research to examine these questions.</p> <p>Individually, write an essay that analyzes the factors that put human rights at risk for global citizens as well as Americans. What conclusion can you draw? Support your discussion with evidence from secondary, primary research, and personal experience.</p>		<p>Oakland Schools Literacy Website</p>
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<p>effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>				
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<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Eleventh Grade**

Time Frame: May (4 Weeks)
Unit 8: Writing the Argument

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals,</p>	<p>1. How do we develop a precise and knowledgeable claim?</p> <p>2. How do we establish the significance of the claim?</p> <p>3. How do we best organize an editorial?</p> <p>4. How do we address counter claims in an editorial?</p> <p>5. How do we use knowledge of audience to shape the editorial?</p> <p>6. How do we choose sources to inform our editorial?</p> <p>7. How do we determine the most relevant evidence?</p> <p>8. How do we incorporate</p>	<p>Pre-Unit Assessment Task Do you have opinions on current events, and/or social, political or economic issue(s)? List three events or issues about which you have an opinion. Select the one you are most interested in and/or have the strongest opinion about. Write a brief statement of your opinion and a possible counter-opinion about this event or issue. Then list at least two reasons you have formed that opinion.</p> <p>Mid-Unit Formative Assessment Tasks Reading Immersion Annotation Self-Assessment Task: What strategies or techniques do authors of editorial universally use? After studying a series of editorials, identify the common elements and evaluate which editorial most effectively combines</p>	<p>audience biases/prejudice connotation/denotation counter argument objective/subjective explanation purpose syntax tone</p>	<p><u>Print Resources</u> Graff, Gerald and Cathy Birkenstein. They Say, I Say: The Moves That Matter in Academic Writing. New York: W W Norton & Company. 2009. Print.</p> <p>Hillocks, Jr, George. Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning. Portsmouth, Heinemann. 2011. Print.</p> <p>Lunsford, Andrea A., John J Ruskiewicz. Everything's an Argument. 5th Ed. Bedford/ St Martin's. Print.</p> <p><u>Web Resources</u> Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons http://www.osteachingresearchwriting.org/</p> <p>The New York Times. http://www.nytimes.com/</p> <p>Oakland Schools Literacy Website</p>

<p>ideas, or events interact and develop over the course of the text.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>sources into an editorial?</p> <p>9. How do the processes we use to write an editorial transfer to other ways of thinking?</p>	<p>these elements to create a valid line of reasoning.</p> <p>Development of Ideas—Planning and Drafting Project Folder Self-Assessment Task:After writing and revising your editorial, trace the diction to determine explicit and implied bias. Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/problem/conflict in a logical way. Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; and 3) Development.</p> <p>Summative Assessment Task After researching information texts and media as well as gathering information through primary research on an issue/problem/conflict of personal, community or societal concern, write an</p>		
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<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text,</p>		<p>editorial that argues the causes of this issue/problem/conflict , explains the effects on society, and may offer a solution. What implications can you draw? Support your discussion with evidence from research.</p>		
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<p>create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p>				
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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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