

ENGLISH 11

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
RI 1	RL 1	RI 2	RL 2	RI 3	RL 3
<p><i>Key Ideas and Details</i> <u>MAIN IDEA</u> CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><i>Key Ideas and Details</i> <u>TEXT ANALYSIS</u> CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><i>Craft and Structure</i> <u>POINT OF VIEW</u> CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><i>Craft and Structure</i> <u>VOCABULARY</u> CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p><i>Vocabulary Acquisition &amp; Use</i> CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly</p>	<p><i>Key Ideas and Details</i> <u>THEME</u> CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p><i>Key Ideas and Details</i> <u>TEXT ANALYSIS</u> CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><i>Craft and Structure</i> <u>POINT OF VIEW</u> CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><i>Craft and Structure</i> <u>VOCABULARY</u> CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p><i>Vocabulary Acquisition &amp; Use</i> CC.1.3.11–12.I Determine or clarify the meaning of</p>	<p><i>Key Ideas and Details</i> <u>TEXT ANALYSIS</u> CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><i>Craft and Structure</i> <u>TEXT STRUCTURE</u> CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><i>Integration of Knowledge and Ideas</i> <u>EVALUATING ARGUMENTS</u> CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><i>Vocabulary Acquisition &amp; Use</i> CC.1.2.11–12.J 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</p>	<p><i>Key Ideas and Details</i> <u>LITERARY ELEMENTS</u> CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><i>Integration of Knowledge and Ideas</i> <u>SOURCES OF INFORMATION</u> CC.1.3.11–12.G 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><i>Integration of Knowledge and Ideas</i> CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><i>Vocabulary Acquisition &amp; Use</i></p>	<p><i>Integration of Knowledge and Ideas</i> <u>DIVERSE MEDIA</u> CC.1.2.11–12.G 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><i>Integration of Knowledge and Ideas</i> <u>EVALUATING ARGUMENTS</u> CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><i>Vocabulary Acquisition &amp; Use</i> CC.1.2.11–12.J 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><i>Range of Reading</i></p>	<p><i>Craft and Structure</i> <u>TEXT STRUCTURE</u> CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p><i>Vocabulary Acquisition &amp; Use</i> CC.1.3.11–12.J 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><i>Range of Reading</i> CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

<p>from a range of strategies and tools.</p> <p>CC.1.2.11–12.J 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><i>Range of Reading</i> CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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><i>Range of Reading</i> CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Range of Reading</i> CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>CC.1.3.11–12.J 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><i>Range of Reading</i> CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	
<p><b>W 1</b></p>	<p><b>W2</b></p>	<p><b>W 3</b></p>	<p><b>W4</b></p>	<p><b>W 5</b></p>	<p><b>W 6</b></p>
<p><b>NARRATIVE</b> CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue,</p>	<p><b>RESPONSE TO LITERATURE</b> CC.1.4.11–12. S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>OPINON/ ARGUMENTATIVE</b> CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.  CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p>	<p><b>RESPONSE TO LITERATURE</b> CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>OPINON/ ARGUMENTATIVE</b> CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.  CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.  CC.1.4.11–12.I Distinguish the claim(s) from alternate or</p>	<p><b>RESPONSE TO LITERATURE</b> CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

<p>description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>		<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>opposing claims; 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>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
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<p><i>Production and Distribution of Writing</i> <u>WRITING PROCESS</u> CC.1.4.11–12.T 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><i>Technology and Publication</i> CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><i>Conducting Research</i> CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question.</p> <p><i>Range of Writing</i> CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>	<p><i>Production and Distribution of Writing</i> <u>WRITING PROCESS</u> CC.1.4.11–12.T 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><i>Technology and Publication</i> CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><i>Conducting Research</i> CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p> <p><i>Credibility, Reliability, and Validity of Sources</i> CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources.</p> <p><i>Range of Writing</i> CC.1.4.11–12.X 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</p>	<p><i>Production and Distribution of Writing</i> <u>WRITING PROCESS</u> CC.1.4.11–12.T 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><i>Technology and Publication</i> CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><i>Conducting Research</i> CC.1.4.11–12.V 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.</p> <p><i>Credibility, Reliability, and Validity of Sources</i> CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p><i>Range of Writing</i></p>	<p><i>Production and Distribution of Writing</i> <u>WRITING PROCESS</u> CC.1.4.11–12.T 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><i>Technology and Publication</i> CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><i>Conducting Research</i> CC.1.4.11–12.V 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.</p> <p><i>Credibility, Reliability, and Validity of Sources</i> CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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assess the strengths and limitations of</p>	<p><i>Production and Distribution of Writing</i> <u>WRITING PROCESS</u> CC.1.4.11–12.T 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><i>Technology and Publication</i> CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><i>Conducting Research</i> CC.1.4.11–12.V 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><i>Credibility, Reliability, and Validity of Sources</i> CC.1.4.11–12.W 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;</p>
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	range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.	task, purpose, and audience.  <i>Range of Writing</i> CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.	each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas.  <i>Range of Writing</i> CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.	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.  <i>Range of Writing</i> CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.
S & L	S & L	S & L	S & L	S & L	S & L
<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p><i>Presentation of Knowledge and Ideas</i> CONTEXT</p>	<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any</p>	<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Comprehension and Collaboration</i> CRITICAL LISTENING CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Comprehension and Collaboration</i> CRITICAL LISTENING CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	<p><i>Comprehension and Collaboration</i> <b>COLLABORATIVE DISCUSSION</b> CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

<p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p><i>Conventions of Standard English</i> CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p>discrepancies among the data.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p><i>Presentation of Knowledge and Ideas</i> CONTEXT CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p><i>Conventions of Standard English</i> CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p><i>Presentation of Knowledge and Ideas</i> CONTEXT CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p><i>Conventions of Standard English</i> CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Presentation of Knowledge and Ideas</i> MULTIMEDIA CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><i>Presentation of Knowledge and Ideas</i> CONTEXT CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p><i>Conventions of Standard English</i> CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Presentation of Knowledge and Ideas</i> MULTIMEDIA CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p><i>Presentation of Knowledge and Ideas</i> PURPOSE, AUDIENCE, AND TASK CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Presentation of Knowledge and Ideas</i> MULTIMEDIA CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><i>Presentation of Knowledge and Ideas</i> CONTEXT CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p><i>Conventions of Standard English</i> CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>
		MIDTERM 18			FINAL 36

## Unit Breakdown

### Unit 3

Reading Informational 2					
Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments
<p><i>Key Ideas and Details</i>  <u>TEXT ANALYSIS</u>                      CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>	1.1.3 1.3.3 2.3.3 2.3.5 2.4.1 2.4.3	<p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> <li>• how the author structures plot to advance the action.</li> </ul> <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the tone, style, and/or mood and other components of a text</li> <li>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>• how diction, syntax, figurative language, sentence variety, etc., determine the author’s style.</li> </ul> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p>	<ul style="list-style-type: none"> <li>• Analyze, interpret, evaluate</li> <li>• Interrelationships</li> <li>• Influence</li> <li>• Plot elements: exposition, conflict, rising action, climax, falling action, and/or resolution</li> <li>• Structure</li> <li>• Tone, style, mood</li> <li>• How voice/speaker/narrator impacts tone, style, mood</li> <li>• Diction, syntax, figurative language, sentence variety (types)</li> <li>• Effect of text organization INCLUDING graphics, headings, charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Plot structure and impact of structure on meaning/argument</li> <li>• Tone and mood</li> <li>• Style</li> <li>• Diction</li> <li>• Syntax, sentence variety</li> <li>• Text organization and effect</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ol style="list-style-type: none"> <li>1. in-class close reading</li> <li>2. Tone, mood, and style bellringers</li> <li>3. Diction based exit slips</li> <li>4. Sentence variety poems</li> <li>5. Paragraph organization puzzle</li> </ol> <p><b><u>SUMMATIVE</u></b></p> <p>Close Reading Passage focusing on:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Mood</li> <li>• Diction</li> <li>• Style</li> <li>• Organization</li> </ul>

		L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.			
<i>Craft and Structure</i> <u>TEXT STRUCTURE</u> CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Already addressed in C.	N/A	N/A		
<i>Integration of Knowledge and Ideas</i> <u>EVALUATING ARGUMENTS</u> CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	2.5.4 2.5.5 2.5.6	L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.  L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.  L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point.	<ul style="list-style-type: none"> <li>• Bias</li> <li>• Propaganda</li>   <li>• Explicit bias</li> <li>• Implicit bias</li>   <li>• Author’s defense of a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Bias and how it’s formed</li> <li>• Implicit &amp; explicit bias</li> <li>• How propaganda works</li> <li>• How author’s support claims in writing</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate an author’s bias</li> <li>• Quiz on implicit and explicit</li> <li>• Propaganda reflection</li> <li>• Writing examples in class on author claim support</li> </ul> <p><b><u>SUMMATIVE</u></b> Propaganda Creation:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Mood</li> <li>• Diction</li> <li>• Style</li> </ul> <p>Organization</p>
<i>Vocabulary Acquisition &amp; Use</i> CC.1.2.11–12.J 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	1.2.1 1.2.2 1.2.3 1.2.4	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.  L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.  L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<ul style="list-style-type: none"> <li>• Synonym</li> <li>• Antonym</li>   <li>• Affix</li>   <li>• Ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Synonym and antonym vocabulary practice</li> <li>• Affix practice</li> <li>• Connotations</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Vocab visuals</li> <li>• Affix game</li> <li>• Connotation exit slip</li> </ul> <p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary exam</li> </ul>



considering a word or phrase important to comprehension or expression.		L.N.1.2.4 Draw conclusions about connotations of words.	<ul style="list-style-type: none"> <li>• Connotation</li> </ul>		
<i>Range of Reading</i> CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.					

## Writing 2

### OPINON/ ARGUMENTATIVE

Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	N/A	N/A	claim	What is a claim? Writing a claim in response to a topic.	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Video clip/notes and exit slip</li> </ul> <p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Write a claim on a provided topic</li> </ul>
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	1.1.1	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	Position Purpose Audience	Rhetorical triangle <ul style="list-style-type: none"> <li>• Speaker/writer</li> <li>• Audience</li> <li>• Purpose</li> <li>• Position/Claim</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> </ul> <p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Identify the rhetorical elements in a piece of non-fiction</li> </ul>
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.	1.1.2 1.1.3	C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.  C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well- supported position.	Argument Relevant support Opposing viewpoints Persuasive  Argument organization	Argumentative writing structure <ol style="list-style-type: none"> <li>1. Claims</li> <li>2. Evidence</li> <li>3. Commentary</li> <li>4. Opposing counterclaims</li> </ol>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Small group writing</li> </ul> <p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Respond to a passage making a claim about the author’s purpose</li> </ul>
CC.1.4.11–12.J Create organization that logically sequences claim(s),	<del>1.1.2</del> <del>1.1.3</del>	C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.	Transitions	Killgallon sentence combining for High	<b><u>FORMATIVE</u></b>

<p>counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>2.1.5 2.1.6</p>	<p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p>	<p>Sentence combining</p>	<p>School bell ringers and worksheets</p>	<ul style="list-style-type: none"> <li>Worksheets and class work</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Formal written paper that asks for particular types of sentences practiced</li> </ul>
<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>	<p>1.1.4 2.1.1 2.1.2 2.1.3 2.1.4 <del>2.1.6</del> 2.1.7</p>	<p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p>	<p>Consistent tone</p> <p>Sentence structures</p> <p>Clarity</p> <p>Redundancy</p> <p>Irrelevant details</p> <p>Commonly confused words</p> <p>Revision</p>	<p>REVISION GOALS!</p>	<p>Revision process</p> <p>Writing workshop tasks</p>
<p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>1.1.5 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5</p>	<p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.3.1.1 Spell all words correctly.</p> <p>C.A.3.1.2 Use capital letters correctly.</p> <p>C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p>	<p>Verb and pronoun form and agreement</p> <p>Modifiers and transitions</p> <p>Syntax</p> <p>Sentence formation</p>	<p>REVISION GOALS</p>	<p>Revision process</p> <p>Writing workshop tasks</p>

		C.A.3.1.5 Demonstrate correct sentence formation.			
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“How to Write a Memoir” Unit Overview

<p style="text-align: center;"><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Memoirs Coming of Age</li> <li>• <b>Themes:</b> Personal exploration, hope, and growth</li> <li>• <b>Goals:</b> Read, comprehend, evaluate, and write memoirs</li> </ul>	<p style="text-align: center;"><b>Summative Unit Assessments</b></p> <p><b>A Culminating Writing Task:</b></p> <ul style="list-style-type: none"> <li>• Comprehend memoirs</li> <li>• Evaluate memoirs by applying the recommendations of other authors</li> </ul> <p><b>A Cold-Read Assessments:</b></p> <ul style="list-style-type: none"> <li>• Read and understand complex texts <ul style="list-style-type: none"> <li>• Write in response to texts</li> </ul> </li> </ul> <p><b>An Extension Task:</b></p> <ul style="list-style-type: none"> <li>• Write memoirs</li> <li>• Apply writing technique from strong models and expert guidance</li> </ul>	<p style="text-align: center;"><b>Daily Tasks</b></p>
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UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	What tasks help students learn it?