

11th Grade Language Arts Frameworks 2015-2020

11th Grade - Unit 1 (Assessments 1, 2,3) Semester 1

Theme: How do American authors create meaning?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1-Cite 5-Analyze structure 6-Analyze point of view	1-Argument 1a, 1c - Argument 2-Informative/Expository 9-Draw evidence to support	1-Prepare and participate 5- Use of Media	3-Language functions in contexts
Topical Essential Questions	How does a writer engage with their reader?	Why do writers choose a particular medium or structure to deliver their message?	What makes a meaningful analysis?	What makes rhetoric effective, powerful and persuasive?
Enduring Understandings	Writers cite evidence from multiple sources and integrate that information to maintain their ideas, but also establish ethos, logos and pathos.	Writers investigate their intended audience and address both the needs of the message and the needs of their audience.	A meaningful analysis should focus on the context, creator, medium, claims, and appeals of a text.	Rhetoric needs to share a writer's point of view delivered within a specific style that impacts an audience using rhetorical appeals, language and conventions.
Assessments	Formatives		Summatives	
	History of Rhetoric Rhetorical Strategies / Devices Author's Intent Review Ethos, Logos, Pathos, Kairos Claim / Counterclaim Tone and Diction Syntax Point of View Logical Fallacies Influence of rhetorical strategies on argument Socratic Seminar/Academic Discussion	Evidence (Ethos, Pathos, Logos) Author's Purpose Rhetorical Triangle Appealing to your target audience Review parenthetical citations Review claim and evidence Structure of Rhetorical Analysis Conversation Stems	1. Analyzing Rhetorical Strategies <ol style="list-style-type: none"> Identify author's purpose Informative writing Academic discussion 2. Applying Rhetorical Strategies <ol style="list-style-type: none"> Introduce claim Develop claim(s) and counterclaims Make strategic use of digital media 3. Rhetorical Analysis <ol style="list-style-type: none"> Identify Evidence Analyze author's purpose Inform readers 	
Learning Targets	<input type="checkbox"/> I can define point of view as how the author feels about the situation/topic of a text. <input type="checkbox"/> I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. <input type="checkbox"/> I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective). <input type="checkbox"/> I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose. <input type="checkbox"/> I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text. <input type="checkbox"/> I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and share with my audience. <input type="checkbox"/> I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it.			

- I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s)
- I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.
- I can review and/or research material(s) to be discussed and determine key points and/or central ideas.
- I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.
- I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.
- I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.
- I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.
- I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.
- I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.
- I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.
- I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s).
- I can identify alternate or opposing claims that counter my argument.
- I can organize claims, counterclaims, reasons, and evidence into a logical sequence.
- I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both.
- I can present my argument in a formal style and objective tone.
- I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.
- I can provide a concluding statement/section that supports my argument.
- I can identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest.
- I can integrate appropriate digital media in a strategic manner to improve my presentation.
- I can define textual evidence ("word for word" support)
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that...").
- I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.
- I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
- I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions).
- I can define point of view as how the author feels about the situation/topic of a text.
- I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.
- I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective).
- I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.
- I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.
- I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and share with my audience.
- I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it.
- I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s)
- I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

	Tier 2	Tier 3
Vocabulary Suggestions	Plagiarism Paraphrase Quote Cite Concise Conform Belief Impact	Exigency Rhetorical Strategies Irony Mood Character validity Reliability Diverse viewpoints Secondary Source Primary Source Tableau Foreshadowing Archetype Academic voice
Recommended Text	StudySync Core ELA 11 Speaking and Listening Handbook Advertisements (printed or visual) Presidential Speeches "I Want a Wife" - Judy Brady "A Modest Proposal" - Johnathon Swift Barack Obama's speech following Sandy Hook Shooting	

11th Grade Language Arts Frameworks 2015-2020-----updated 6/29/19

11th Grade - Unit 2 (Assessments 4 & 5) Semester 1

Theme: How do personal dreams impact community?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1- Cite evidence 2- Determine central ideas 7-Analyze in two different mediums 8-Delineate/evaluate argument and claims 9-Analyze source material	1-Argument 2- Informational 7-Short/sustained research 8-Gather sources	2-Diverse media formats 4 - Presentation	1, 2-Conventions
Topical Essential Questions	How can a reader identify and use an author's claim?	How does a writer synthesize information from a variety of sources?	How can multimedia be used to share a message?	How do writers use another's words to support claims?
Enduring Understandings	Readers can use author's claims from a variety of sources to support their thinking.	Writers affirm the validity of evidence from various sources to embed in their own claims and ideas.	Speakers produce clear ideas, involving selecting appropriate style and structure for an audience, strengthened through revision and technology.	Writers avoid plagiarism and give recognition to others through direct quotations, paraphrasing, citations and bibliographies.
Assessments	Formative		Summative	
	Characterization Theme Archaic Language (based on text choice) Trial/Debate Expectations Review Logical Fallacies		1. Literary Analysis a. Identify Evidence b. Analyze Theme c. Inform Readers 2. Presenting An Argument a. Evaluate Speakers b. Present Information c. Demonstrate command of formal English	
Learning Targets	<input type="checkbox"/> I can define textual evidence (“word for word” support). <input type="checkbox"/> I can define inference and explain how a reader uses textual evidence to reach a logical conclusions (“based on what I’ve read, it’s most likely true that...”). <input type="checkbox"/> I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. <input type="checkbox"/> I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. <input type="checkbox"/> I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions) <input type="checkbox"/> I can define theme (a central idea or lesson the author is revealing - <i>Honesty is the best policy.</i>) <input type="checkbox"/> I can analyze plot (the events that happen) to determine two or more themes (author’s overall messages). <input type="checkbox"/> I can determine how multiple themes in a text develop and interact to build on one another and produce a complex account (e.g. <i>The Old Man and the Sea, Wuthering Heights, Jane Eyre.</i>) <input type="checkbox"/> I can define summary (a shortened version of the text that states key points). <input type="checkbox"/> I can compose an objective summary stating the key point of the text without adding my own opinions or feelings.			

	<ul style="list-style-type: none"> <input type="checkbox"/> I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and share with my audience. <input type="checkbox"/> I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it. <input type="checkbox"/> I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s) <input type="checkbox"/> I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. <input type="checkbox"/> I can define point of view as how the speaker feels about the situation/topic being presented. <input type="checkbox"/> I can determine a speaker's point of view (What do I know about the speaker's opinions, values, and/or beliefs?) and explain his/her reasoning. <input type="checkbox"/> I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective). <input type="checkbox"/> I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. <input type="checkbox"/> I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker. <input type="checkbox"/> I can present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. <input type="checkbox"/> I can present my information in a sequence that allows the listener to follow my line of reasoning. <input type="checkbox"/> I can address alternative or opposing perspectives in my presentation. <input type="checkbox"/> I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks. <input type="checkbox"/> I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). <input type="checkbox"/> I can determine speaking tasks that will require a formal structure. <input type="checkbox"/> I can compose a formal speech that demonstrates a command of grades 11-12 Language standards. 	
Vocabulary Suggestions	Tier 2	Tier 3
	Synthesis Conflict Reasoning Value Revision	Diction Syntax Sentence structures Argument Structures Exaggeration Lens
Recommended Text	Paired Texts: <i>The Bluest Eye</i> , “ The Fall of the House of Usher”, “ The Minister’s Black Veil” <i>The Crucible</i> : “ <i>The Crucible</i> the perfect play for our post-truth times” - Douglas Rintoul <i>The Scarlet Letter</i> : “An 'A' That's Not a Scarlet Letter” - LAURA SCHENONE <i>The Great Gatsby</i> : “Why <i>The Great Gatsby</i> Endures” - Richard Brody	