

# 11th Grade Language Arts Frameworks 2015-2020

## 11th Grade - Unit 3 (Assessments 6&7) Semester 2

Theme: How does the American Dream Ideology affect the individual?

	Reading Literature/Informational	Writing	Speaking & Listening	Language/Knowledge
<b>Standards (Reporting Strands)</b>	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		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.
<b>Instructional Focus Standards</b>	RL/I.1 - Cite evidence/infer	W.1 Argument W.9 Draw evidence to support		L.3 Knowledge
<b>Topical Essential Questions</b>	How does a reader identify and use an author’s claim?	How does a writer create and support his/her argument?		How do readers identify how language functions in different contexts?
<b>Enduring Understandings</b>	Readers will 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.		Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	<b>Assessment 6:</b> Tenets of the American Dream Theme, Motifs, and Symbols Multicultural Perceptions  <b>Assessment 7:</b> Synthesizing Finding and Evaluating Relevant Sources via Social Media and Other Non-Traditional Platforms (memes, tweets, songs, images, performance poetry, etc...)		<b>Assessment 6: American Dream Essay</b> RL.11-12.1 Cite Evidence W. 11-12.1 Argument L. 11-12.3 Knowledge <b>Assessment 7: Synthesizing Themes</b> RI. 11-12.1 Cite Evidence W. 11- 12.9 Apply Research to Build Knowledge L. 11-12.3 Syntax and Technique	
<b>Learning Targets</b>	I can define textual evidence.I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. 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 eplaces in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). 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).			

	<p>I can identify alternate or opposing claims that counter my argument.</p> <p>I can organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>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.</p> <p>I can present my argument in a formal style and objective tone.</p> <p>I can create cohesion and clarify the relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>I can provide a concluding statement/section that supports my argument.</p> <p>I can identify how language functions in different contexts.</p> <p>I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>I can explain that syntax refers to how words are arranged to form sentences.</p> <p>I can identify regular/normal syntax ( a basic pattern of subject, verb, object).</p> <p>I can identify irregular/varied syntax (placing words in varying order).</p> <p>I can write using varied syntax and consult references for guidance as needed.</p> <p>I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc.</p> <p>I can define textual evidence ("word for word" support)</p> <p>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...").</p> <p>I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.</p> <p>I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions).</p> <p>I can define textual evidence ("word for word" support).</p> <p>I can determine textual evidence that supports my analysis, reflection, and/or research.</p> <p>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>	
<b>Vocabulary Suggestions</b>	Tier 2	Tier 3
	Claim Counterclaim Rebuttal Reasoning Revision Theme Diction	Syntax Motifs Symbols Sentence Structures Argument Structures Evaluating Sources Synthesizing Information
<b>Recommended Text</b>	<p><b>Suggested Texts:</b>  <i>The Great Gatsby</i>  <i>A Raisin in the Sun</i>            "I Hear America Singing" - Walt Whitman            "Dear America" - Lydia Mason  <i>A Better Life</i> (film)  <i>American Like Me: Reflections on Life Between Cultures</i> - America Ferrera            "Let America be America Again" - Langston Hughes            Excerpt from <i>The Jungle</i> and Excerpt from <i>Fast Food Nation</i> "The Most Dangerous Job"            SIRS Trending Topics Database  <i>Evaluating Social Media Sources</i></p>	

# 11th Grade ELA Frameworks 2015-2020-----updated 6/29/19

## 11th Grade - Unit 4 (Assessments 8 & 9) Semester 2

### Theme: What is the genesis of an American Dream?

	Reading Literary/Informational	Writing	Speaking & Listening	Language/Knowledge
<b>Standards (Reporting Strands)</b>	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Gather relevant information from multiple authoritative print and digital sources. Assess the strengths and limitations of each source.		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.
<b>Instructional Focus Standards</b>	RI.1 - Cite evidence/infer	W.1-Argument W.8-Research		L.3 Knowledge
<b>Topical Essential Questions</b>	How does a reader identify and use an author's claim?	How does a writer create and support his/her argument?  What techniques do researchers use?		How do readers identify how language functions in different contexts?
<b>Enduring Understandings</b>	Readers will 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.  Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites the information from multiple sources.		Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	<b>Assessments 8 and 9:</b> Credibility Faulty Reasoning Source Reliability Bias Rhetorical Techniques		<b>Assessment 8: Analyzing Rhetorical Strategies</b> RI.11-12.1 Cite Evidence W. 11-12.1 Argument <b>Assessment 9: Annotated Bibliography</b> RI. 11-12.1 Cite Evidence W. 11- 12.8 Research	

	<b>Assessment 9:</b> Types of Evidence Relevance of Sources MLA Format	L. 11-12.3 Knowledge
<b>Learning Targets</b>	<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 conclusion (“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 analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society. <input type="checkbox"/> I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). <input type="checkbox"/> I can identify alternate or opposing claims that counter my argument. <input type="checkbox"/> I can organize claims, counterclaims, reasons, and evidence into a logical sequence. <input type="checkbox"/> 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. <input type="checkbox"/> I can present my argument in a formal style and objective tone. <input type="checkbox"/> I can create cohesion and clarify the relationships among claims and counterclaims using transitions as well as varied syntax. <input type="checkbox"/> I can provide a concluding statement/section that supports my argument. <input type="checkbox"/> I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. <input type="checkbox"/> I can assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source. <input type="checkbox"/> I can use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research. <input type="checkbox"/> I can define plagiarism. <input type="checkbox"/> I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings. <input type="checkbox"/> I can determine when my research data or facts must be quoted (directly stated “word for word”) and integrate the information into my text to maintain the flow of ideas. <input type="checkbox"/> I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing. <input type="checkbox"/> I can identify how language functions in different contexts. <input type="checkbox"/> I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. <input type="checkbox"/> I can explain that syntax refers to how words are arranged to form sentences. <input type="checkbox"/> I can identify regular/normal syntax ( a basic pattern of subject, verb, object). <input type="checkbox"/> I can identify irregular/varied syntax (placing words in varying order). <input type="checkbox"/> I can write using varied syntax and consult references for guidance as needed. <input type="checkbox"/> I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc.	
<b>Vocabulary Suggestions</b>	<b>Tier 2</b>	<b>Tier 3</b>
	Organizational Structure Formatting Structure Syntax Textual Evidence Plagiarism Advanced Search Overreliance	Analyze Inference Explicit Reflection Research Focus Credibility

**Recommended  
Text**

SAT Sample Essays  
SAT Rubric  
SIRS Trending Topics Database  
Newsela  
[Digital Writing 101](#)  
Noodle Tools  
OWL at Purdue  
SIRS  
Gale Databases  
Google Scholar  
ALA

# 11th Grade ELA Frameworks 2015-2020

## 11th Grade - Unit 4 (Assessments 10) Semester 2

Theme: Through what pathways are dreams pursued?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Conduct short as well as sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.		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.
<b>Instructional Focus Standards</b>	RI.7-Analyze in two different mediums	W.1- Argument W.7-Short/sustained research		L.3- Syntax and Technique
<b>Topical Essential Questions</b>	In what ways does creative choice impact an audience?	What techniques do researchers use?		How does the author’s choice impact an audience?
<b>Enduring Understanding s</b>	To gain better insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites information from multiple sources.		Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	<b>Assessment 10:</b> Applying Rhetorical Techniques Embedding Evidence Direct Citations vs. Paraphrasing		<b>Assessment 10: Research Project</b> RI.11-12.7 Analyze Mediums W. 11-12.1 Argument W. 11-12.7 Research L. 11-12.3 Syntax and Technique	
<b>Learning Targets</b>	RI 11-12.7 (Analyze Mediums) I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem. I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem. I can integrate effective information I have gathered to answer a question or solve a problem.  W. 11-12.1 (Argument) 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.			

	<p>I can organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>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.</p> <p>I can present my argument in a formal style and objective tone.</p> <p>I can create cohesion and clarify the relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>I can provide a concluding statement/section that supports my argument.</p> <p>W. 11-12.7 (Research)</p> <p>I can define research and distinguish how research differs from other types of writing.</p> <p>I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined (e.g., <i>How did Edgar Allan Poe's life experiences influence his writing style?</i>).</p> <p>I can choose from several sources (e.g., biographies, non-fiction texts, online encyclopedia) and synthesize information to answer my research inquiry.</p> <p>I can determine if I need to narrow or broaden my inquiry based on the information gathered.</p> <p>I can create a research paper/project to demonstrate an understanding of the subject under investigation.</p> <p>L. 11-12.3 (Knowledge)</p> <p>I can identify how language functions in different contexts.</p> <p>I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>I can explain that syntax refers to how words are arranged to form sentences.</p> <p>I can identify regular/normal syntax ( a basic pattern of subject, verb, object).</p> <p>I can identify irregular/varied syntax (placing words in varying order).</p> <p>I can write using varied syntax and consult references for guidance as needed.</p> <p>I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc.</p>
	<div>Tier 2</div> <div>Tier 3</div>

<b>Vocabulary Suggestions</b>	Observation Annotation Integrate Paraphrase	Thesis Argument Rhetoric Claim Counterclaim Bibliography
<b>Recommended Text</b>	Google Sites Vizme WeVideo (for digital storytelling) <i>I Say They Say</i>	