

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently.
- Cite strong textual evidence to support analysis of informational text.
- Determine and analyze the relationship between two or more themes or central ideas of an informational text.
- Provide an objective summary of informational text.
- Make inferences and draw conclusions
- Evaluate how an author's point of view shapes text content and style.
- Analyze and evaluate the effectiveness of text structure.
- Analyze the development of complex ideas or sequence of events.
- Evaluate how words and phrases create meaning and tone.
- Analyze seminal texts
- Analyze foundational U.S. and world documents of historical and literary significance.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently.
- Cite strong textual evidence to support analysis of fictional text.
- Determine and analyze the relationship between two or more themes or central ideas of literary text.
- Analyze the impact of the author's choices regarding development of a story or drama.
- Evaluate how an author's point of view or purpose shapes text content and style.
- Evaluate text structure including how portions of text relate as a whole.
- Evaluate how words and phrases shape meaning and tone.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes.
- Write with sharp, distinct focus identifying topic, task and audience.
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling.
- Draw evidence from literary or informational texts to support analysis and reflection.
- Write narratives to develop real or imagined experiences.
- Engage and orient the reader
- Use narrative techniques such as dialogue, description, characterization.
- Create a smooth progression of events and provide a conclusion that reflects on what is experienced over the course of the narrative.
- Write with an awareness of parallel structure.
- Strengthen writing skills by planning, editing, rewriting or trying a new approach.
- Use technology to produce and publish individual or shared writing projects.
- Conduct short and long term research projects to answer a question or solve a problem.
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources.
- Integrate information while maintaining the flow of ideas while avoiding plagiarism.

Speaking & Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues.
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument.
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of the conventions of standard English when speaking.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Write informative/explanatory texts to examine and convey complex information clearly
- Organize complex ideas, concepts and information so that each new element builds on the former and creates a whole
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of takes and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Write arguments to support claims in an analysis of substantive topics
- Distinguish the claim from opposing claims, develop counterclaims while supplying relevant evidence for each while pointing out the strengths and limitations of both
- Create logical organization and cohesion and clarify the relationships between claims, reasons, evidence and counterclaims
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 11

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- present information, findings, and evidence conveying clear perspective, organization and style
- adapt speech to a variety of contexts and tasks
- demonstrate command of the conventions of standard English when speaking
- make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Course/ Grade:	English Language Arts -Grade 11	Instructional Unit:	Unit 1: Literature of Early America	Suggested Timeline:	6-8 weeks
Overview: <p>In this unit, reading, writing, speaking, and listening are confronted around the big idea of exploring and evaluating rhetorical choices. Students should read from, and write to, informational text as well as classic and contemporary literature. Students should engage in class discussions involving the informational text and literature to explore and evaluate rhetorical choices. The goal of this unit is for students to apply a broad range of reading, writing, speaking, and listening skills.</p> <p>Key outcomes include citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author’s point of view or purpose shapes the content and style of a text; distinguishing the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims; and evaluating how the speaker’s perspectives, reasoning, and use of evidence and rhetoric affect the credibility of an argument.</p>			Essential Questions: <ul style="list-style-type: none"> • What makes American literature American? • What is the relationship between literature and place? • How does literature shape or reflect society? • <i>How does religion influence literature?</i> 		

Essential Learning Targets:

At the end of this module, students will be able to independently use their learning to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Evaluate how an author’s point of view or purpose shapes the content and style of a text
- Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims
- Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument
- Identify and apply literary devices

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
<p>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>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>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</p>	<p>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>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>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>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E 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</p>	<p>CC.1.5.9-11-12.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>engaging.</p>	<p>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>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level</p>	<p>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.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>	
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	<p>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>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Implicit	Narrative	Formatting	Emphasis
Evaluate	Author's Purpose	Counterclaims	
Style	Inference	Argument	

Oxford Area School District – English Language Arts
Grade 11

Argument	Metaphor	Thorough	
Effectiveness	Simile	Stance	
Complex	Paraphrase		
Syntax	Plain Style		
Analogy	Persuasion		
Counterclaims			
Values			
Biases			
Thorough			
Credibility			
Stance			
Word choice			
Tone			

Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text <i>The Crucible</i> <i>The Scarlet Letter (Honors Only)</i>	Savvas MyPerspectives Text	Savvas MyPerspectives Text
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Multiple Choice Assessment	Multiple Choice Assessment	This module should include	Students will initiate and engage

<p>After students have read the short passage, have them respond to multiple-choice questions that focus on author's purpose, central idea of text, and drawing evidence from text.</p>	<p>After students have read the short passage, have them respond to multiple-choice questions that focus on author's purpose, central idea of text, and drawing evidence from text.</p> <p>Ticket out the Door</p> <p>Pair Share</p>	<p>routine writing to develop and convey understanding.</p> <p>Language usage and mechanics will be progressively incorporated throughout this module.</p> <p>Argumentative Essay</p>	<p>in meaningful collaborative discussion framed around the big idea of mastering purposeful and independent expression from their informational text and literature selections. Students may engage in Socratic seminar debating how rhetorical devices influence the audience. Students will focus on evaluating how the speaker's perspective, reasoning and use of evidence and rhetoric affect the credibility of an argument.</p>
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Course/ Grade:	English Language Arts -Grade 11	Instructional Unit:	Unit 2: A Growing Nation	Suggested Timeline:	6-8 weeks
<p>Overview:</p> <p>Students analyze and evaluate early American fictional writing and poetry. They cite strong, thorough textual evidence based on and related to the author’s implicit and explicit assumptions, beliefs, and themes. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts.</p> <p>Students analyze and evaluate the impact of an author’s use of literary devices such as symbolism, figurative language, and sound devices on the underlying meaning of the texts. Finally, students conduct sustained research projects and/or make strategic use of digital media to answer a question by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes American literature American? • What is the relationship between literature and place? • How does literature shape or reflect society? 		

Essential Learning Targets:

At the end of this module, students will be able to independently use their learning to:

- Determine and analyze the relationship between two or more themes or central ideas of a text
- Evaluate how an author’s point of view or purpose shapes the content and style of a text
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature
- Write with an awareness of the stylistic aspects of composition

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
	<p>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>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>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts,</p>	<p>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>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>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>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>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>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E 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</p>	<p>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.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>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>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>CC.1.5.11–12.G Demonstrate command of the</p>
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	<p>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>CC.1.3.11–12.I Determine or clarify the meaning of 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>which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</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>conventions of standard English when speaking based on Grades 11–12 level and content.</p>
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		<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.S Draw evidence from literary or informational texts to support</p>	
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		<p>analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>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>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>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>	
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		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; 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.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Themes	Summarize	Volume
	Periods	Paraphrase	Poise
	Genres	MLA Format	Composure
	Metaphor	In-text Citation	Body Language
	Simile	Works Cited	Eye Contact
	Analogy	Thesis Statement	Projection
	Imagery	Topic Sentence	Visual Aids

	<p>Foreshadowing</p> <p>Symbolism</p> <p>Meter</p> <p>Assonance</p> <p>Consonance</p> <p>Rhyme Scheme</p> <p>Internal Rhyme</p> <p>Slant Rhyme</p> <p>Sonnet (Italian/Petrarchan and Shakespearean/English)</p> <p>Form</p> <p>Couple</p> <p>Quatrain</p> <p>Hyperbole</p> <p>Allusion</p> <p>Personification</p> <p>Onomatopoeia</p>	<p>Transitions</p> <p>Evidence</p> <p>Supporting Paragraphs</p> <p>Conclusion</p> <p>Introduction</p> <p>Heading</p>	
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	Alliteration Style Characterization		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	Multiple Choice Assessment	<p>This module was designed to focus on informational / explanatory writing. This module should include routine writing to develop and convey understanding. There should be four to six analyses focusing on explanatory or informational writing with one or two narratives to convey experiences, events or procedures.</p> <p>LDC Task 23: How does the author’s use of figurative language (tone, diction, images, structure, etc) represent his or her experiences and emotions? After reading Execution by Edward Hirsch and Rain Before Dawn by F. Scott Fitzgerald, write an essay that compares the authors’ messages and how they express those messages. (Informational or Explanatory/Comparison) CC.1.3.11–12.A</p>	

		<p>Ticket out the Door</p> <p>Language usage and mechanics will be progressively incorporated throughout this module. Remember -- once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.</p>	
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Course/ Grade:	English Language Arts -Grade 11	Instructional Unit:	Unit 3: Prosperity and Protest	Suggested Timeline:	6-8 weeks
Overview: <p>In this unit, reading, writing, speaking, and listening are confronted around the big idea of exploring and evaluating drama and dramatic elements. Students should read from, and write to, dramatic text in contemporary literature. Students should engage in class discussions involving the dramatic text and to explore and evaluate dramatic choices. The goal of this unit is for students to 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>Key outcomes include citing strong and thorough textual evidence to support analysis of what the text says explicitly; analyze the impact of the author's choices regarding how to develop and relate elements of a drama; 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; analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama provide an objective summary of the text.</p>			Essential Questions: <ul style="list-style-type: none"> • What makes American literature American? • What is the relationship between literature and place? • How does literature shape or reflect society? 		

Essential Learning Targets:

At the end of this module, students will be able to independently use their learning to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Evaluate how an author’s point of view or purpose shapes the content and style of a text
- Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims
- Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument
- Identify and apply literary devices

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
<p>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>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>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>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>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>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>CC.1.3.11-12.E Evaluate the</p>	<p>CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E</p>	<p>CC.1.5.9-11-12.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>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>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and</p>

<p>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>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>structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies</p>	<p>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>content.</p>
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	<p>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>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Biases	Tone	Argument	Body Language
Complex	Style	Counterclaims	Facial Expression
Credibility	Allusion	Formatting	Motivation
Dialect	Simile	Purpose	Pacing
Effectiveness	Metaphor	Stance	Placement
	Paraphrase		
	Summarize		
	Imagery		
	Theme		

Oxford Area School District – English Language Arts
Grade 11

Evaluate	Conflict	Thorough	Spacing
Implicit	Author's Purpose		Timing
Style	Inference		Tone
Syntax	Characterization		Volume
Tone	Analyze		
Values	Evaluate		
Word choice	Compare/Contrast		
	Local Color		
	Realism		
	Stage Directions		
	Theme		

Resources	Resources	Resources	Resources
<i>Various poetry selections</i>	<i>Various poetry selections</i>	<i>Various poetry selections</i>	<i>Various poetry selections</i>
<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>A Raisin in the Sun</i> by Lorraine Hansberry

Savvas MyPerspective Text	Savvas MyPerspective Text	Savvas MyPerspective Text	Savvas MyPerspective Text
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	<p>Multiple Choice Assessment</p> <p>Formative Assessment</p> <p>Ticket out the Door</p> <p>Partner Share</p>	<p>Routine writing to develop and convey understanding</p>	<p>Students will initiate and engage in meaningful collaborative discussion framed around the big idea of mastering purposeful and independent expression from their informational text and literature selections.</p> <p>Students may engage in Socratic seminar debating how dramatic</p>

			<p>devices influence the audience.</p> <p>Students will focus on evaluating how the character's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument and the author's theme.</p>
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Course/ Grade:	Language Arts Grade 11	Instructional Unit:	Unit 4: Disillusion, Defiance, and Discontent	Suggested Timeline:	6-8 weeks
Overview: In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, classic and contemporary literature. Students engage in class discussions involving literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the view and opinions of his or her audience. Key outcomes include evaluating how words and phrases shape meaning and tone in texts and writing with a sharp, distinct focus identifying topic, task, and audience. In addition, students conduct more sustained research and then organize their findings to answer an identified question, while using appropriate transistors and formatting to aid in comprehension.			Essential Questions: <ul style="list-style-type: none">• What makes American literature American?• What is the relationship between literature and place?• How does literature shape or reflect society?		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none">• Evaluate how words and phrases shape meaning and tone in texts• Write with a sharp, distinct focus identifying topic, task, and audience.• Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aid comprehension• Conduct short as well as more sustained research project 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			
Reading Informational Text	Reading Literature	Writing	Speaking & Listening
	<p>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>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>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>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>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>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</p>	<p>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.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

	<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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>CC.1.3.11–12.I Determine or clarify the meaning of 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,</p>	<p>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>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>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Tone</p> <p>Style</p> <p>Allusion</p> <p>Simile</p> <p>Metaphor</p> <p>Paraphrase</p> <p>Summarize</p> <p>Imagery</p> <p>Theme</p> <p>Conflict</p> <p>Author's Purpose</p> <p>Inference</p> <p>Characterization</p> <p>Analyze</p> <p>Evaluate</p>	<p>Evidence</p> <p>Accuracy</p> <p>Topic</p> <p>Task</p> <p>Audience</p> <p>Syntax</p> <p>Transitions</p> <p>Synthesize</p> <p>Reasoning</p>	<p>Digital Media</p> <p>Orally</p>

	Compare/Contrast		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	<p>Savvas MyPerspectives Text</p> <p><i>The Glass Menagerie</i> by Tennessee Williams (<i>Honors only</i>)</p> <p><i>The Things they Carried</i> by Tim O'Brien (<i>Honors only</i>)</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p>	<p>Savvas MyPerspectives Text</p> <p><i>The Glass Menagerie</i> by Tennessee Williams (<i>Honors only</i>)</p> <p><i>The Things they Carried</i> by Tim O'Brien (<i>Honors only</i>)</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p>	<p>Savvas MyPerspectives Text</p> <p><i>The Glass Menagerie</i> by Tennessee Williams (<i>Honors only</i>)</p> <p><i>The Things they Carried</i> by Tim O'Brien (<i>Honors only</i>)</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p>

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	<p>Multiple Choice Assessment</p> <p>Formative Assessment</p> <p>Ticket out the Door</p> <p>Partner Share</p>	<p>Routine writing to develop and convey understanding</p> <p>Argumentative Essay</p>	<p>Students will initiate and engage in meaningful collaborative discussion framed around the big idea of mastering purposeful and independent expression from their informational text and literature selections.</p>

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