The South Kingstown School Department English Language Arts Curriculum for grades K-12 was completed in January 2014 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- Common Core State Standards for English Language Arts
- Common Core State Standards for English Language Arts, Appendices A, B, C
- Understanding Common Core State Standards, Kendall
- Classroom Instruction That Works
- Best Practice, New Standards for Teaching and Learning in America’s Schools
- Common Core Curriculum Maps
- Differentiated Instructional Strategies
- Goals for the district
- PARCC Model Content Frameworks
- Numerous state curriculum Common Core frameworks, e.g. Tulare CA, Ohio Department of Education

The South Kingstown School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

### Common Core State Standards

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The **South Kingstown School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language
The South Kingstown School Department Common Core English Language Arts Curriculum provides a list of research-based best practice instructional strategies that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
  - setting objectives and providing feedback
  - reinforcing effort and providing recognition
  - cooperative learning
  - cues, questions, and advance organizers
  - nonlinguistic representations
  - summarizing and note taking
  - assigning homework and providing practice
  - identifying similarities and differences
  - generating and testing hypotheses
  - provide opportunities for **independent, partner and collaborative group work**
- Differentiate instruction by varying the **content, process, and product** and providing opportunities for:
  - 5-3-1 strategy
  - anchoring
  - cubing
  - jig-sawing
  - pre/post assessments
  - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking**: Webb’s Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
  - communication
  - critical thinking
  - problem solving
  - reflection/evaluation
  - research
- Model the use of **graphic organizers**:
  - sequence organizers (chains, cycle),
  - concept development (mind map),
  - compare/contrast organizers (Venn diagrams, comparison charts),
  - organizers (word web, concept map),
  - evaluation organizers (charts, scales),
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading
ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12
Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

- Model the following reading strategies
  - using prior knowledge
  - sampling a page for readability
  - summarizing
  - predicting and making text based inferences
  - determining importance
  - generating literal, clarifying, and inferential questions
  - constructing sensory images (making pictures in one’s mind)
  - making connections (text to self, text to text, and text to world)
  - taking notes
  - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
  - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
  - using metacognition strategies for understanding text

- Facilitate comprehension strategies
  - making connections
  - questioning
  - visualizing
  - inferring
  - determining importance
  - synthesizing information
  - self-monitoring or fix-up
  - predicting
  - summarizing

- Facilitate
  - Annotated works cited
  - Article of the week
  - Fishbowl
  - Guided writing
  - Literature circles
  - Reader’s theater
  - Socratic seminar
  - Writer’s Notebook

- Employ strategies of “best practice” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)

- Provide rubrics and models

COMMON ASSESSMENTS

The South Kingstown Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

- REQUIRED COMMON ASSESSMENTS
  - STAR Assessment
  - Mid-term exam
  - Final exam
  - Comprehensive course assessment
  - Performance-based common task
  - Performance-based unit

- Common Instructional Assessments (I) - used by teachers and students during the instruction of CCSS.
- Common Formative Assessments (F) - used to measure how well students are mastering the content standards before taking state assessments
  - teacher and student use to make decisions about what actions to take to promote further learning
  - on-going, dynamic process that involves far more frequent testing
  - serves as a practice for students

- Common Summative Assessment (S) - used to measure the level of student, school, or program success
make some sort of judgment, e.g. what grade
program effectiveness
e.g. state assessments (AYP), mid-year and final exams

Additional assessments include:

- Anecdotal records
- Conferencing
- Constructed responses
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations

- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed
- Summarizing and note taking
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary
# Resources Grades 11-12

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<th>Lexile rates</th>
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<td>Oedipus the King</td>
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<td>The Odyssey</td>
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<td>Utopia</td>
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<td>The Prince</td>
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<td>Walden</td>
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<td>Grade 12</td>
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**Supplementary books/material**
- 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
- Grade Level and Grade Span Expectations for English Language Arts
- Literature Circles, Daniels
- Mosaic of Thought, Keene, Zimmerman
- Reading Essentials, Routman
- Rhode Island PreK-12 Literacy Policy
- Strategies that Work, Non Fiction Matters, Harvey

**Supplementary Teacher Links**
- Common Core Maps [www.commoncore.org/maps](http://www.commoncore.org/maps)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance [http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf](http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf)
- Discovery Education [http://my.discoveryeducation.com/](http://my.discoveryeducation.com/)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org) Formative Assessment and Standards Based Grading
- Grammar girl [http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf)
- Library Database (Ebsco, World Book, etc.)
- PARCC [http://www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks)
- PARCC [http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf](http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf)
- PBS Learning
- The Teaching Channel

## Reading Standards Links
- 7 Keys to Comprehension [https://www.unit5.org/hoop/brochures/Parents%20Seven%20Keys.pdf](https://www.unit5.org/hoop/brochures/Parents%20Seven%20Keys.pdf)
- Reader's Workshop [http://www.readersworkshop.org/](http://www.readersworkshop.org/)
- RI PreK-12 Literacy Policy [http://www.ride.ri.gov/Instruction/DOCS/reading/RIReadingPolicy.pdf](http://www.ride.ri.gov/Instruction/DOCS/reading/RIReadingPolicy.pdf)
- Strategies the Work: Non Fiction Matters [http://www.mcte.org/fallwork/archive/harvey/resources.html](http://www.mcte.org/fallwork/archive/harvey/resources.html)

## Writing Standards Links
- Criterion Writing Evaluation [https://criterion.ets.org/](https://criterion.ets.org/)
- Research, grammar [http://owlenglish.purdue.edu](http://owlenglish.purdue.edu)
- Teaching Argument Writing, George Hillocks, Jr. [http://www.readersworkshop.org/](http://www.readersworkshop.org/)
- Write Like This, Kelly Gallagher [http://www.readersworkshop.org/](http://www.readersworkshop.org/)
- Research, grammar [http://owlenglish.purdue.edu](http://owlenglish.purdue.edu)

## Speaking and Listening Standards Links
- Reader's Workshop [http://www.readersworkshop.org/](http://www.readersworkshop.org/)

## Technology
- Computers
- LCD projectors
- Smartboards™
Standards organized into suggested quarter modules (PARCC)

(PARCC)
<table>
<thead>
<tr>
<th>TANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
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<td>READING – LITERATURE</td>
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<td>South Kingstown Public Schools</td>
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<td>Key Ideas and Details</td>
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<td><strong>STANDARDS/BENCHMARKS</strong></td>
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<td><strong>Academic Vocabulary</strong></td>
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<td>• Ambiguous</td>
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<td>• Analysis</td>
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<td>• Cite</td>
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<td>• Conclude</td>
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<td>• Explicit</td>
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<td>• Inference</td>
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<td>• Textual evidence</td>
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<td>• Thorough</td>
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<td><strong>Literature/Informational</strong></td>
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<td><strong>Grade 11</strong></td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
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<td>• Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1) <strong>PARCC Evidence</strong></td>
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<td>• Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) <strong>PARCC Evidence</strong></td>
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<td>• Provides a determination of where the text leaves matters uncertain. (3) <strong>PARCC Evidence</strong></td>
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<td><strong>Guiding Questions</strong></td>
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<td>• What textual evidence did you identify to support your analysis of the text? Cite multiple examples</td>
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<td>• What inferences can you draw from your analysis of the text? How do you know?</td>
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<td>• Which evidence most strongly supports your analysis of the text? In what ways is the text ambiguous or uncertain in meaning?</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
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<td>• Analyze the text. Identify explicit textual evidence. Cite evidence. Draw inferences. Support inference using several pieces from the text. Provide thorough support (evidence). Identify ambiguous and uncertainties in the text.</td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
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<td>• Provides strong and thorough textual evidence to support analysis of what the text says explicitly.</td>
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<td><strong>RL.11-12.1</strong></td>
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<tr>
<td>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<td><strong>TEACHER NOTES</strong></td>
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<td>See instructional strategies in the introduction.</td>
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<td>Use formative assessment to guide instruction.</td>
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<td>Provide opportunities for independent, partner and collaborative group work.</td>
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<td>Differentiate instruction by varying the content, process, and product and providing opportunities for:</td>
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<td>• Anchoring</td>
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<td>• Cubing</td>
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<td>• Jig-sawing</td>
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<td>• Pre/post assessments</td>
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<td>• Think/pair/share</td>
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<td>• Tiered assignments</td>
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<td>• Peer editing and conferencing</td>
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<td>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal.</td>
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<td>Model the use of graphic organizers:</td>
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<td>• Categorize/classify organizers (categories, tree)</td>
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<td>• Compare/contrast organizers (venn diagrams, comparison charts)</td>
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<td>• Concept development (mind map)</td>
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<td>• Evaluation organizers (charts, scales)</td>
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<td>• Organizers (word web, concept map)</td>
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<td>• Relational organizers (fish bone, pie chart)</td>
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<td>• Sequence organizers (chains, cycle)</td>
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<td>Provide opportunities for the Common Core Learning Progress.</td>
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<td><strong>Literature Circles</strong></td>
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<td>Students work in Literature Circles/flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneous grouped with differing tasks (literature circle roles) assigned.</td>
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<td><strong>REQUIRED COMMON ASSESSMENTS</strong></td>
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<td>• Mid-term exam</td>
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<td><strong>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</strong></td>
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<td>• Exhibits</td>
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<td>• Graphic organizers</td>
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<td>• Journals</td>
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<td>• Multiple Intelligences assessments, e.g.</td>
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<td>• Graphic organizing – visual</td>
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<td>• Collaboration – interpersonal</td>
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<td>• Role playing – bodily kinesthetic</td>
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<td>• Oral quizzes – verbal</td>
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<td>• Oral presentations</td>
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<td>TANDARDS</td>
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<td>STANDARDS/BENCHMARKS</td>
<td>INSTRUCTIONAL STRATEGIES</td>
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<td>South Kingstown Public Schools</td>
<td>within groups. More information about this topic can be found <a href="http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html">ODE</a></td>
<td><a href="http://www.worldlingo.com/enwiki/en/Coleman-Liau_Index">Socratic Seminar</a></td>
<td>o Teacher designed</td>
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<td><a href="http://www.worldlingo.com/enwiki/en/Coleman-Liau_Index">Coleman-Liau Index</a></td>
<td>- Tests and quizzes</td>
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<td>- Writing genres</td>
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<td>- Vocabulary</td>
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</table>

**Guiding Questions**
- What are the texts' themes or central ideas?
- How do these themes relate to one another?
- Can you objectively summarize the text?
- Cite evidence from the text to support your determination of the themes/central ideas.
- How does the author develop these themes?
- Identify additional details that shaped the theme or central passage.

**Essential Knowledge and Skills**
- Determine themes or central ideas
- Analyze theme/central idea development
- Make inferences
- Formulate an objective summary of the text
- Determine how the themes/central ideas relate to one another

**PARCC Evidence Grade 11**
- Provides a statement of two or more themes or central ideas of a text. (1) [PARCC Evidence](http://www.saskschools.ca/cur_content/bestprac/journal/index.html)
- Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. (2) [PARCC Evidence](http://www.saskschools.ca/cur_content/bestprac/journal/index.html)
- Provides an objective summary of a text. (3) [PARCC Evidence](http://www.saskschools.ca/cur_content/bestprac/journal/index.html)

**Academic Vocabulary**
- Analyze
- Cite evidence
- Determine
- Development
- Emerge
- Interact
- Objective
- Refine
- Summarize

**Literature/Informational**

**RL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Plot Analysis/Conventions**
Use myths, fables and fairy tales to analyze plot and to introduce common conventions. After reading a story, students apply concepts to another work of literature. For example, the novel Ethan Frome contains the same fairy tale elements as Snow White.

**3x3 Literary Analysis of Plot for Central Idea**
Create a chart for students to complete which has three spaces for students to summarize the plot in three words (noun, action verb, object) for each of the beginning, middle and end of the story. Then, chart three spaces below for students.
### Guiding Questions

- How does the author develop the setting, plot or character?
- What is the impact of the author’s choices regarding his/her development of the text elements?

### Essential Knowledge and Skills

- Understand characterization and plot development
- Analyze author’s choices in developing the text elements

### PARCC Evidence Grade 11

- Provides an analysis of the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (1) PARCC Evidence

### Academic Vocabulary

- Analyze
- Archetype
- Characterization
- Complex
- Develop
- Elements
- Foil character
- Impact
- Interactions
- Motivations
- ordered
- Parallel character
- relate

### Literature/Informational

#### Academic Vocabulary

- Affect/Effect
- Allusions
- Analyze
- Connotation
- Cumulative
- Denotation
- Determine
- Diction/word choice
- Evolve
- Figurative Meaning
  - Analogy
  - Hyperbole

### INSTRUCTIONAL STRATEGIES

- to write in three words (noun, action verb, object) to analyze the development of the plot over the course of the text. Students then use those sentences to determine the central idea. 
  - Text-based discussion
  - Fishbowl

### TEACHER NOTES

- See instructional strategies in the introduction
- Use formative assessment to guide instruction
- Provide opportunities for independent, partner and collaborative group work
- Differentiate instruction by varying the content, process, and product and providing opportunities for:
  - Anchoring
  - Cubing
  - Jig-sawing
  - Pre/post assessments
  - Think/pair/share
  - Tiered assignments
  - Peer editing and conferencing
- Address multiple intelligences
- instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Model the use of graphic organizers:

### RESOURCE NOTES

- See resources in the introduction

### ASSESSMENT NOTES

- See assessments in the introduction

### REQUIRED COMMON ASSESSMENTS

- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

### SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

### STANDARDS/BENCHMARKS
South Kingstown Public Schools

<table>
<thead>
<tr>
<th>TANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 11.25</td>
<td></td>
<td><strong>Guiding Questions</strong></td>
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<tr>
<td></td>
<td></td>
<td>How does the author order the events? What is the effect?</td>
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<td>How does the author manipulate time?</td>
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<td>How does the structure of the text contribute to its meaning?</td>
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<td></td>
<td></td>
<td>How does structure affect the text’s aesthetic impact?</td>
</tr>
</tbody>
</table>

**Essential Knowledge and Skills**

- Understand text structures and their forms
- Understand parallel plots
- Identify time manipulation techniques
- Understand and analyze how text structure contributes to the meaning of a text
- Analyze how an author’s choices regarding structure shape the text’s aesthetic effect.

### Academic Vocabulary

- Analyze
- Contribute
- Effect
- Text Structure
  - parallel plot
  - aesthetic
  - comedic
  - flashback
  - foreshadowing
  - framing device
  - in medias res
  - manipulate
  - pacing
  - resolution
  - shifting perspective/narrative

### PARCC Evidence Grade 11

- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (1) **PARCC Evidence**

### INSTRUCTIONAL STRATEGIES

- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

**PARCC Evidence Grade 12**

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Guiding Questions**

- How does the author order the events? What is the effect?
- How does the author manipulate time?
- How does the structure of the text contribute to its meaning?
- How does structure affect the text’s aesthetic impact?

**Essential Knowledge and Skills**

- Understand parallel plots
- Identify time manipulation techniques
- Understand and analyze how text structure contributes to the meaning of a text
- Analyze how an author’s choices regarding structure shape the text’s aesthetic effect.

### Resources

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [PARCC](http://www.parcconline.org/)
- [http://www.parcconline.org/parcc_contentframeworks](http://www.parcconline.org/parcc_contentframeworks)
- [PARCC](http://www.parcconline.org/sites/parcconline.org/parcc_contentframeworks)

**Materials**

- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.,
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal

- Research
- Oral presentations

- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed

- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative

**Vocabulary**
<table>
<thead>
<tr>
<th>PARCC Evidence</th>
<th>Change the Structure</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an analysis of how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. (1) PARCC Evidence</td>
<td>Students change the resolution of a story and discuss the impact on rewritten tone/meaning/etc. This strategy helps students understand structure and how an author’s choices contribute to overall structure/meaning/aesthetic impact. For example, Oedipus executes Tiresias. How does this change impact other characters, minor plot lines, etc.? ODE</td>
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### RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<table>
<thead>
<tr>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>From what point of view is the text written?</td>
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<tr>
<td>What is the author’s real point of view?</td>
</tr>
<tr>
<td>How does the author use irony or satire to convey his/her real point of view?</td>
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<tr>
<td>Which direct statements in the text are meant to convey a different meaning?</td>
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<table>
<thead>
<tr>
<th>Essential Knowledge and Skills</th>
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<tbody>
<tr>
<td>Perceive unstated point of view</td>
</tr>
<tr>
<td>Recognize and understand satire and sarcasm</td>
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<tr>
<td>Recognize and understand irony and hyperbole</td>
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<td>Understand function and purpose of irony</td>
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<thead>
<tr>
<th>PARCC Evidence Grade 11</th>
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<tr>
<td>Provides an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement): (1) PARCC Evidence</td>
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<tr>
<th>Academic Vocabulary</th>
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<tr>
<td>Analyze</td>
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<td>Attitude</td>
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<td>Author’s Point Of View</td>
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<td>Distinguish</td>
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<td>Grasp</td>
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<td>Hyperbole</td>
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<td>Irony</td>
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<td>Narrator’s Point Of View</td>
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<td>Objective</td>
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<td>Omniscient</td>
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<td>Overstate</td>
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<td>Point Of View</td>
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<td>Sarcasm</td>
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<td>Satire</td>
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<td>Subjective</td>
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<td>Tone</td>
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<td>Understatement</td>
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<td>Students change the resolution of a story and discuss the impact on rewritten tone/meaning/etc. This strategy helps students understand structure and how an author’s choices contribute to overall structure/meaning/aesthetic impact. For example, Oedipus executes Tiresias. How does this change impact other characters, minor plot lines, etc.? ODE</td>
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<tr>
<th>Choose a Word/Phrase</th>
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<tr>
<td>Students choose a word or phrase from literature that is interesting, confusing, descriptive or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others’ observations. Students then share their quotations and their favorite comments with the class. ODE</td>
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<th>Reconstruct the Plot</th>
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<tr>
<td>Expose students to works of literature that are not in chronological order and/or are told from various point of views. For example, in The Odyssey, the time shifts and students must pay careful attention to what is happening. One way to handle this is to have students create a chart to track the time period. They could then reconstruct the plot in chronological order. ODE</td>
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</table>
1. **READING – LITERATURE**  
   Integration of Knowledge and Ideas

### Students

**RL11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, (Include at least one play by Shakespeare and one play by an American dramatist).

**Guiding Questions**
- How do interpretations of the same subject differ in various versions?
- How do later interpretations of a text build on or respond to the original?
- Which interpretation did you prefer and why?

**Essential Knowledge and Skills**
- Analyze multiple interpretations of text
- Evaluate (judge) how each version interprets the source text
- Understand various types of artistic mediums

**Academic Vocabulary**
- Allusion
- Analyze
- Artistic
- Evaluate
- Interpret
- Interpretation
- Medium (Artistic)
- Multiple
- Source
- Version

**Literature/Informational**

**RL11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Guiding Questions**
- How do multiple texts from the same period treat similar topics or themes?
- What are the foundational texts of Western American literature and why are they considered to be so?

**Essential Knowledge and Skills**
- Identify foundational works of Western American literature

**Academic Vocabulary**
- Fiction
- Foundational Texts
- Literature
- Non-Fiction

**Literature/Informational**

**TEACHER NOTES**
See instructional strategies in the introduction
Use **formative assessment** to guide instruction
Provide opportunities for independent, partner and collaborative group work

**Differentiate instruction by varying the content, process, and product and providing opportunities for:**
- Anchoring
- Cubing
- Jig-sawing
- Pre/post assessments
- Think/pair/share
- Tiered assignments
- Peer editing and conferencing

**Address multiple intelligences**
Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal

Model the use of graphic organizers:
- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

**Provide opportunities for The Common Core Learning Progress**

**Technology**
- Computers
- LCD projectors
- Interactive boards

**Websites**
- www.corestandards.org
- www.nide.ri.gov

**ASSESSMENTS**
See assessments in the introduction

### Core Books
(Lexile rates 1080-1305)
- *Animal Farm*
- *Beowulf*
- *Macbeth*
- *Nineteen Eighty-Four*
- *Oedipus the King*
- *The Odyssey*
- *Utopia and The Prince*
- *Walden*

**Supplementary Books,**
**Teacher (T) Student (S)**

**RESOURCES**
- [Supplementary Books](http://www.parcconline.org/sites/parcconline.org/files/Parcc_Draft_ModelContentFrameworksForEnglishLanguageArts1112.pdf)

**ASSESSMENT NOTES**
See assessments in the introduction

### REQUIRED COMMON ASSESSMENTS
- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

### SUPPORTED FORMAL/SUMMATIVE ASSESSMENTS
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists
- Departmental/
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

### TANDARDS

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### STANDARDS/BENCHMARKS

**South Kingstown Public Schools**

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<thead>
<tr>
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<th>Academic Vocabulary</th>
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<tbody>
<tr>
<td>- What makes a text hard to comprehend?</td>
<td>- Comprehend</td>
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<tr>
<td>- How can you approach a complex text to make it more accessible?</td>
<td>- Fluency</td>
</tr>
<tr>
<td>- What genres of literature can you identify?</td>
<td>- Genre</td>
</tr>
<tr>
<td>- Are certain genres harder to understand?</td>
<td>- Independent</td>
</tr>
<tr>
<td>- What are the benefits of independently reading multiple genres?</td>
<td>- Proficient/competent</td>
</tr>
<tr>
<td>- How can you approach a complex text to make it more accessible?</td>
<td>- Scaffolding</td>
</tr>
<tr>
<td>- What genres of literature can you identify?</td>
<td>- Text complexity</td>
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</table>

### INSTRUCTIONAL STRATEGIES

- Read, analyze and discuss medieval English ballads and then list characteristics of the genre. Students will emphasize the narrative characteristics of ballads by choosing a ballad to act out. Using the Venn diagram tool, students next compare medieval ballads with modern ones. ODE
- **Compare/Contrast**
  - Students compare contrast (in essay form, in chart form, in visual form) two writers from the same time period. Virgil and Ovid for example are very different in tone, but both explore themes of power and authority.
- **Compare an issue**
  - Students compare text from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information. ODE

### RESOURCES

- **Materials**
  - District
    - PARCC designed
  - Technology
  - Think-alouds
  - Writing genres
    - Arguments
    - Informative
    - Narrative
  - Vocabulary

### ASSESSMENTS

- **District**
  - PARCC designed

<table>
<thead>
<tr>
<th>1. READING – LITERATURE</th>
<th>Students</th>
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<tbody>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band (Lexile rates 1215–1355) with scaffolding as needed at the high end of the range.</td>
<td></td>
</tr>
<tr>
<td>RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the range. (Lexile rates 1215–1355) independently and proficiently.</td>
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</tbody>
</table>

### TEACHER NOTES

- **See instructional strategies in the introduction**

### RESOURCE NOTES

- **See resources in the introduction**

### ASSESSMENT NOTES

- **Required Common Assessments**
  - Mid-term exam
  - Final exam
  - Comprehensive formative assessments
  - Comprehensive course assessment
  - Researched-based common task

### SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
## Standards

<table>
<thead>
<tr>
<th>TANDARDS</th>
<th>Unit</th>
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<tr>
<td><strong>ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12</strong></td>
<td><strong>South Kingstown Public Schools</strong></td>
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<tr>
<td><strong>Curriculum Writers:</strong> Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein</td>
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</tr>
</tbody>
</table>

### Essential Knowledge and Skills
- Monitor one’s comprehension
- Monitor one’s fluency
- Apply strategies to approach a complex text

### Literature/Informational

| Unit | Stories centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing tasks (literature circle roles) assigned within groups. More information about this topic can be found [here](http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html). For information about the Coleman-Liau Index and further references, visit [http://www.worldlingo.com/enw/ki/en/Coleman-Liau_Index](http://www.worldlingo.com/enw/ki/en/Coleman-Liau_Index). |

### Instructional Strategies

- Computers
- LCD projectors
- Interactive boards

### Resources

- Websites
  - [www.corestandards.org](http://www.corestandards.org)
  - [www.ride.ri.gov](http://www.ride.ri.gov)
  - PARCC [http://www.parcconline.org/parcc/content-frameworks](http://www.parcconline.org/parcc/content-frameworks)

### Assessments

- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g. o Graphic organizing - visual o Collaboration - interpersonal o Role playing - bodily kinesthetic o Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists o Departmental/ District o PARCC o Teacher designed
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres o Arguments o Informative o Narrative
- Vocabulary

### TEACHER NOTES

- See instructional strategies in the introduction
- Use [formative assessment](http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html) to guide instruction
- Provide opportunities for independent, partner and collaborative group work
- Differentiate instruction by varying the content, process, and product and

### RESOURCE NOTES

- See resources in the introduction

### Textbook

- **Core Books**
  - (Lexile rates 1080-1305)
  - [Animal Farm](http://www.worldlingo.com/enw/ki/en/Coleman-Liau_Index)

### ASSESSMENT NOTES

- See assessments in the introduction

#### Required Common Assessments

- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course

---

### 1. READING – INFORMATIONAL TEXT

#### Students

- **PR**

#### Key Ideas and Details

- **RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
**RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

## Guiding Questions
- What textual evidence did you identify to support your analysis of the text? Cite multiple examples.
- What inferences can you draw from your analysis of the text? How do you know?
- Which evidence most strongly supports your analysis of the text? In what ways is the text ambiguous or uncertain in meaning?

### Essential Knowledge and Skills
- Analyze the text.
- Identify explicit textual evidence.
- Cite evidence.
- Draw inferences.
- Support inference using several pieces from the text.
- Provide thorough support (evidence).
- Identify ambiguous and uncertainties in the text.

### PARCC Evidence Grade 11
- Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1) **PARCC Evidence**
- Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) **PARCC Evidence**
- Provides strong and thorough evidence with a determination of where the text leaves matters uncertain. (3) **PARCC Evidence**

## Academic Vocabulary
- **Ambiguous**
- **Analysis**
- **Cite**
- **Conclude**
- **Explicit**
- **Inference**
- **Textual evidence**
- **Thorough**

## Literature/Informational
- Providing opportunities for:
  - Anchoring
  - Cubing
  - Jig-sawing
  - Pre/post assessments
  - Think/pair/share
  - Tiered assignments
  - Peer editing and conferencing

### Evidence
- Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal.
- Model the use of graphic organizers:
  - Categorize/classify organizers (categories, tree)
  - Compare/contrast organizers (venn diagrams, comparison charts)
  - Concept development (mind map)
  - Evaluation organizers (charts, scales)
  - Organizers (word web, concept map)
  - Relational organizers (fish bone, pie chart)
  - Sequence organizers (chains, cycle)

- Provide opportunities for The Common Core Learning Progress.

## Text Support for Guided Reading Questions
- While they are reading, students mark passages with sticky notes that support guided reading questions that the teacher has given the students prior to reading. Students then refer to the text as evidence during discussion. More information about this strategy can be found at [http://mwde.state.wv.us/strategybank/ Somebody-Wanted-But-So.html](http://mwde.state.wv.us/strategybank/Somebody-Wanted-But-So.html).

### Cornell Note-Taking System
- Students use an adapted version of the Cornell System for Note-Taking while they read. Using the basic page format of “Cue (Recall)” column, “Summary” section and “Note Taking” area, students take their notes.

## Resources
- **Beowulf**
- **Macbeth**
- **Nineteen Eighty-Four**
- **Oedipus the King**
- **The Odyssey**
- **Utopia and The Prince**
- **Walden**

### Supplementary Books
- **Teacher (T) Student (S)**
  -

## Technology
- **Computers**
- **LCD projectors**
- **Interactive boards**

### Websites
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [PARCC](http://www.parcconline.org/parcc)
- [Socrative](http://www.socrative.com)

## Materials
- **Technology**
- **Think-a-louds**
- **Writing genres**
  - Arguments
  - Informative
  - Narrative
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<thead>
<tr>
<th>STANDARDS</th>
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<th>Resources</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>RI.11-12</td>
<td>- Guiding Questions</td>
<td>- Analysis of the development over the course of the text. (1) PARCC Evidence</td>
<td>- Provide an explanation of the Cornell System for Note-Taking is available at <a href="http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html">http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html</a></td>
<td>- Vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Essential Knowledge and Skills</td>
<td>- Provide an analysis of the development over the course of the text of how two or more central ideas interact and build on one another to produce a complex account. (2) PARCC Evidence</td>
<td>- Jigsaw</td>
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<td></td>
<td>- PARCC Evidence Grade 11</td>
<td>- Provides an objective summary of a text. (3) PARCC Evidence</td>
<td>- Use the jigsaw approach to reading by dividing the text into segments so that each student is responsible for only one segment or one idea. Students then share knowledge learned with the class. Students are less intimidated when they have a smaller amount of text to process, but they still are practicing deep reading skills. ODE</td>
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<td></td>
<td>- Literature/Informational</td>
<td>- Determines the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (4) PARCC Evidence</td>
<td>- Double-Entry Journal</td>
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<td>RI.11-12.3</td>
<td>- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
<td>- Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis. ODE</td>
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Notes as they read rather than as they listen to a lecture. A full explanation of the Cornell System for Note-Taking is available at [http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html](http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html).
# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<td><strong>Guiding Questions</strong></td>
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<td><strong>Academic Vocabulary</strong></td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
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<td><strong>Guiding Questions</strong></td>
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<td>How did the author sequence the ideas or events in the text?</td>
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<td>How does the interaction of individuals, events, or ideas develop over the course of the text?</td>
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<td>What makes the set of ideas or sequence of events complex?</td>
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<td>Trace development of ideas, individuals, events in the text</td>
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<td>Explain the interaction and development of individuals, ideas, or events in the text</td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
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<td>Provides an analysis of a complex set of ideas. (1) PARCC Evidence</td>
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<td>Provides an analysis of a sequence of events. (2) PARCC Evidence</td>
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<td>Provides an explanation of how specific individuals interact and develop over the course of the text. (3) PARCC Evidence</td>
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<td>Provides an explanation of how specific ideas interact and develop over the course of the text. (4) PARCC Evidence</td>
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<td>Provides an explanation of how specific events interact and develop over the course of the text. (5) PARCC Evidence</td>
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**1. READING – INFORMATIONAL TEXT**

Craft and Structure

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**TEACHER NOTES**

- See instructional strategies in the introduction
- Use formative assessment to guide instruction
- Provide opportunities for independent, partner and collaborative group work
- Differentiate instruction by varying the content, process, and product and providing opportunities for:
  - Anchoring

**RESOURCES**

- See resources in the introduction

**ASSESSMENT NOTES**

- See assessments in the introduction
- **REQUIRED COMMON ASSESSMENTS**
  - Mid-term exam
  - Final exam
  - Common formative assessments
  - Comprehensive course assessment
  - Researched-based
### Guiding Questions
- How did the author use fiction and syntax to shape the meaning of the text?
- How did the author refine the meaning of key terms over the course of the text?

### Essential Knowledge and Skills
- Identify key terms in a text
- Recognize and interpret figurative language
- Understand implied or connotative meanings of words
- Understand the use and meaning of technical terms
- Demonstrate how the meaning of a word can be refined

### PARCC Evidence Grade 11
- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) (1) **PARCC Evidence**

### Academic Vocabulary
- Connotative
- Diction
- Figurative Language
- Refine
- Repetition
- Syntax
- Technical Language

### INSTRUCTIONAL STRATEGIES
- Cubing
- Jig-sawing
- Pre/post assessments
- Think/pair/share
- Tiered assignments
- Peer editing and conferencing

#### Literature/Informational
- Address multiple intelligences
- Instructional strategies, e.g., visual, bodily kinesthetic, interpersonal

#### Model the use of graphic organizers:
- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

#### Provide opportunities for The Common Core Learning Progress

**Blog/Editorial**
Students read a blog/editorial and analyze the author’s point of view. Students focus on word choice, tone and rhetorical devices and determine how they reveal or support the author’s purpose. **ODE**

**Poster Analysis**
Students analyze World War II posters, chosen from online collections, to explore how argument, persuasion, and propaganda differ. The lesson begins with a full-class exploration of the famous, "I Want You for the U.S. Army" poster, wherein students explore the similarities and differences between argument, persuasion and propaganda, and apply one of the genres to the poster. **ODE**

**Materials**
- Nineteen Eighty-Four
- Oedipus the King
- The Odyssey
- Utopia and The Prince
- Walden

### SUBMITTED FOR Aheaing

### RESOURCES

#### Supplementary Books, Teacher (T) Student (S) (F)

#### Technology
- Computers
- LCD projectors
- Interactive boards

#### Websites
- www.corestandards.org
- www.ride.ri.gov
- PARCC
  - http://www.parcconline.org/
  - PARCC http://www.parcconline.org/parcc-content-frameworks
  - PARCC http://www.parcconline.org/sites/gac/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts5.pdf

### ASSESSMENTS

**SUGGESTED FORMATIVE/Summative Assessments**
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes - verbal

**Oral presentations**
- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed

**Tests and quizzes**
- Technology
- Think-alouds

**Writing genres**
- Arguments
- Informative
- Narrative
- Vocabulary

---

RI.11.12.5 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.
ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<tr>
<td>• Identify and analyze text structures.</td>
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<tr>
<td>• Evaluate the effectiveness of a text's structure.</td>
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<tr>
<td>• Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas).</td>
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<td>• Analyze the use of text features (e.g., graphics, headers, captions)</td>
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<tr>
<td><strong>PARCC Evidence Grade 11</strong></td>
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<tr>
<td>• Provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument that includes whether the structure makes points clear, convincing and engaging. (1)</td>
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<td><strong>PARCC Evidence</strong></td>
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</table>

RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Guiding Questions**

- What is the point of view in this text? How do you know?
- What is the purpose of this text? How do you know?
- What types of rhetorical devices does the text use most effectively?
- How persuasively does the use of rhetoric advance either the point of view or purpose of the piece?
- How do the style and content contribute to the text’s aesthetic impact?

**Academic Vocabulary**

- Aesthetic
- Advance
- Analyze
- Evaluate
- Parallelism
- Persuasive
- Point Of View
- Purpose
- Repetition
- Rhetoric
- Rhetorical Question
- Ethos
- Logos
- Pathos

**Editorial Style**

- Students select an editorialist whose writing they find compelling and read five of that writer’s editorials. Students analyze word choice, rhetorical strategies and effectiveness.
- Students choose a current topic and write editorials imitating the style of the author.
- Students compose an additional writer’s memo detailing specific parallels between their editorials and the author’s editorial. OOE
## ENGLISH LANGUAGE ARTS CURRICULUM GRADERS 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<td>South Kingstown Public Schools</td>
<td>Literature/Informational</td>
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**PARCC Evidence Grade 11**
- Provides a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective. (1) **PARCC Evidence**
- Provides an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (2) **PARCC Evidence**

### 1. READING – INFORMATIONAL TEXT

<table>
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<tr>
<th>Guiding Questions</th>
<th>Academic Vocabulary</th>
<th>TEACHER NOTES</th>
<th>RESOURCE NOTES</th>
<th>ASSESSMENT NOTES</th>
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</table>
| Integration of Knowledge and Ideas | Students RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | **Guiding Questions**
- What mediums are used to present the subject?
- Which elements/details are emphasized in the different mediums?
- How does the use of a certain medium affect the account?
- How do different sources in a variety of mediums address the same question or problem?
**Essential Knowledge and Skills**
- Understand the differences in various mediums (print, video, multimedia)
- Compare the presentation of a subject in multiple mediums
- Determine which details are emphasized in each account (medium)
- Evaluate the effectiveness of using different mediums | **学术词汇**
- Account
- Analyze
- Detail
- Elements
- Emphasize
- Evaluate
- Format
- Inference
- Integrate
- Medium
- Multimedia
- Representation
- Subject
- Treatment | See instructional strategies in the introduction
Use formative assessment to guide instruction
Provide opportunities for independent, partner and collaborative group work | See resources in the introduction |

**Core Books**
- *Animal Farm*
- *Beowulf*
- *Macbeth*
- *Nineteen Eighty-Four*
- *Oedipus the King*
- *The Odyssey*
- *Utopia and The Prince*
- *Walden*

**Supplementary Books, Teacher (T) Student (S)**
-  

**Technology**
- Computers
- LCD projectors
- Interactive boards

**REQUIRED COMMON ASSESSMENTS**
- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Researched-based common task

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12
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<td>RI 0</td>
<td></td>
<td>South Kingstown Public Schools</td>
<td>• Organizers (word web, concept map)</td>
<td>[websites]</td>
<td>• Graphic organizing - visual</td>
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<tr>
<td>RI 0</td>
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<td>• Relational organizers (fish bone, pie chart)</td>
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<td>o Collaboration - interpersonal</td>
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<td>• Sequence organizers (chains, cycle)</td>
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<td>o Role playing - bodily kinesthetic</td>
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<td>RI.11-12.8</td>
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<td>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of Constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</td>
<td>Provide opportunities for The Common Core Learning Progress</td>
<td>[websites]</td>
<td>• Oral presentations</td>
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<td>Comparing Sources for Multiple Genres</td>
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<td>• Research</td>
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<td>Students compare the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>• Rubrics/checklists</td>
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<td>KWL Chart (I Know, what I Want to learn, what I did Learn)</td>
<td>• W – Students list questions they have about it. Students read the text.</td>
<td>[websites]</td>
<td>o Departmental/ District</td>
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<td>• K – Students journal what they think they know about a text of historical significance (The Declaration of Independence) and the time period in which it was written.</td>
<td>• L – Students respond by writing or drawing what they learned. Students discuss how their knowledge has changed in relation to related themes and concepts. For more information about this topic, visit <a href="https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html">https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html</a></td>
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<td>• X – Students journal what they think they know about a text of historical significance (The Declaration of Independence) and the time period in which it was written.</td>
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<td>o Teacher designed</td>
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<td>Students compare and contrast the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>• Tests and quizzes</td>
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<td>Students compare and contrast the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>• Technology</td>
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<td>Students compare and contrast the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>Students compare and contrast the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>• Writing genres</td>
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<td>o Informative</td>
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<td>Students compare and contrast the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
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<td>• Vocabulary</td>
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</table>

Guiding Questions
• What argument is presented?
• What claims support the argument?
• What evidence is presented?
• Is the evidence relevant to the argument? Why, or why not?
• Is enough evidence presented to support the argument?
• Is the reasoning presented logically?
• Is the reasoning valid or fallacious?
• Which statements are misleading?
• How does the argument relate to U.S. Constitutional principles?

Essential Knowledge and Skills
• Delineate and evaluate the text’s claims, evidence, and reasoning.
• Understand and assess validity of reasoning
• Identify factual evidence
• Understand and evaluate relevance
• Determine if sufficient evidence is presented to support an argument or claim
• Identify false or misleading reasoning (fallacious reasoning)

Academic Vocabulary
• Argument
• Assess/Evaluate
• Claim
• Delineate
• Evaluate
• Evidence
• Fallacious
• False
• Logic
• Logos
• Reasoning
• Relevant
• Specific
• Sufficient
• Text
• Valid

Literature/Informational

Create Your Own Historical Document
Before reading historical documents, students create one of their own (e.g., farewell address to their classmates, a state of the union about their accomplishments and
<table>
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<tr>
<th>TANDARDS</th>
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<th>ASSESSMENTS</th>
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<td>South Kingstown Public Schools</td>
<td>goals over the past year). Then, after discussing themes and content of their own, students read the original document. This strategy scaffolds them into understanding the genre.</td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
<td>Suitable for Texting</td>
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<td>• Provides a delineation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (1)</td>
<td>Students analyze 17th-, 18th- and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.</td>
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<td>• Provides an evaluation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (2)</td>
<td>• Basic: Rewrite the Mayflower Compact into a message suitable for texting. Define the audience, research the meaning of the unfamiliar words, determine to whom the text would be sent, etc.</td>
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<td><strong>PARCC Evidence</strong></td>
<td>• Extended: Write a four-sentence précis for the Mayflower Compact. Summarizing a historical document into four sentences or into a modern texting format hones analytical skills to find the important details. Have students consider the audience of both the original and a new audience. Students could create a new compact using the basic argument of the Mayflower Compact.</td>
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<td><strong>RI.11-12.9</strong> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</td>
<td>• Basic: Rewrite the Mayflower Compact into a message suitable for texting. Define the audience, research the meaning of the unfamiliar words, determine to whom the text would be sent, etc.</td>
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</table>

**Guiding Questions**
- What is the historical significance of the document?
- What is the literary significance of the document?
- How did this text shape the future?
- What is the purpose of each document?
- What theme is presented in each of the documents?
- How does the author use rhetoric to convey meaning?

**Essential Knowledge and Skills**
- Identify and understand foundational U.S.

**Academic Vocabulary**
- Address
- Analyze
- Concepts
- Connection
- Foundational
- Historical
- Related
- Seminal
- Significance
- Themes

**Literature/Informational**

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*http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis*

*http://www.uhv.edu/ac/research/rewrite/pdf/sources.pdf*

*http://www.jstor.org/pss/40031761*
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

### STANDARDS/BENCHMARKS

South Kingstown Public Schools

### INSTRUCTIONAL STRATEGIES

**TEACHER NOTES**
- See instructional strategies in the introduction
- Use formative assessment to guide instruction
- Provide opportunities for independent, partner and collaborative group work

**RESOURCE NOTES**
- See resources in the introduction

**ASSESSMENT NOTES**
- See assessments in the introduction
- REQUIRED COMMON ASSESSMENTS
  - Mid-term exam
  - Final exam

**ASSESSMENTS**

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<tbody>
<tr>
<td>1. <strong>READING – INFORMATIONAL TEXT</strong></td>
<td>✔️</td>
<td>Students</td>
<td>TEACHER NOTES</td>
<td>RESOURCE NOTES</td>
</tr>
<tr>
<td>Range of Reading Level of Text Complexity</td>
<td></td>
<td>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band (Lexile rates 1215–1355) proficiently, with scaffolding as needed at the high end of the range.</td>
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</tbody>
</table>

- Determine historical and/or literary significance
- Identify and compare themes and purposes
- Identify and analyze rhetorical features

**PARCC Evidence Grade 11**
- Provides an analysis of themes in seventeenth-, eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address). (1) **PARCC Evidence**
- Provides an analysis of the purposes of seventeenth-, eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address). (2) **PARCC Evidence**
- Provides an analysis of rhetorical features in seventeenth-, eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address). (3) **PARCC Evidence**
### Guiding Questions
- What qualifies as literary non-fiction?
- What elements in literary non-fiction can make it more difficult to comprehend?
- What are the benefits of independently reading literary non-fiction?
- How can you approach a complex text to make it more accessible?
- How does literary non-fiction differ from literary text such as fiction, drama, and poetry?

### Essential Knowledge and Skills
- Read a variety of non-fiction texts independently and proficiently
- Monitor one’s comprehension
- Monitor one’s fluency
- Apply strategies to approach a complex text

### Academic Vocabulary
- Comprehend
- Fiction
- Fluency
- Genre
- Independent
- Nonfiction
- Proficient/Competent
- Text Complexity

#### Informational
- Differentiate instruction by varying the content, process, and product and providing opportunities for:
  - Anchoring
  - Cubing
  - Jig-sawing
  - Pre/post assessments
  - Think/pair/share
  - Tiered assignments
  - Peer editing and conferencing

- Address multiple intelligences
  - Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
  - Model the use of graphic organizers:
    - Categorize/classify organizers (categories, tree)
    - Compare/contrast organizers (venn diagrams, comparison charts)
    - Concept development (mind map)
    - Evaluation organizers (charts, scales)
    - Organizers (word web, concept map)
    - Relational organizers (fish bone, pie chart)
    - Sequence organizers (chains, cycle)

- Provide opportunities for The Common Core Learning Progress

- **Literacy Memoir/Portfolio**
  - Students develop an individual with content, process, and product
  - Personal literacy experience (graphic novels, fantasy books)
  - As the student progresses through school texts and personal texts, he or she
  - Seizes the opportunity to include more types of texts

- **Literature Circles**
  - Students work in Literature Circles (flexible groups, examining poetry, short stories, dramas and/or novels centered on themes.
  - Groups may be homogenous allowing teachers to select texts at, above or below grade level or students may be

### PARCC Evidence Grade 11
- (1) PARCC Evidence

### Resources
- **Technology**
  - Computers
  - LCD projectors
  - Interactive boards

- **Websites**
  - www.corestandards.org
  - www.ride.ri.gov
  - PARCC
  - http://www.parcconline.org/
  - PARCC
  - http://www.parcconline.org/parccontent-frameworks
  - PARCC
  - http://www.parcconline.org/sites/p arc/files/PARCC_Draft_ModelCont ent/frameworks/English LanguageArts0.pdf

### Assessments
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

### Suggested Formative/Summative Assessments
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal

- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres

---

**RI.11-12.10** By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band (Lexile rates 1215–1355) independently and proficiently.

**Grade 12**
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<thead>
<tr>
<th>TANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
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<td>South Kingstown Public Schools</td>
<td>heterogeneously grouped with differing tasks (literature circle roles) assigned within groups. More information about this topic can be located at <a href="http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html">http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html</a></td>
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<td>Text Complexity Students use a readability program to find text complexity that aligns to their grade level. Before students can accept the challenge of accelerating text complexity, they should understand just what it is, how writers achieve it, how it affects understanding or enjoyment of reading. We read for different purposes (e.g., college vs. high school text, consumer camera manual vs. heavy equipment manual). Students need a cadre of reading techniques to manage between college, the workplace and the marketplace. <strong>Basic:</strong> Students select a complicated instructional manual for a consumer product (e.g., Video Camera Manual), and judge the education level of the consumer. Students then determine what adjustments could be made in the directions to simplify the manual. <strong>Extended:</strong> Compare high school chemistry text readability with a College Level I Chemistry text. What additional skills does the college student need in order to be successful with the college text? Compare text complexity in a chemistry or social studies text, college text, etc. For more information, visit <a href="http://www.achieve.org/node/946">http://www.achieve.org/node/946</a>.</td>
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<td>Directed Reading Teaching Activities Use Directed Reading Teaching Activities (DRTA) with students to activate their prior knowledge, prompt them to make predictions and test their hypotheses through the reading. • Students read selection title (and perhaps a bit of the selection) and make predictions about content. • Students read to first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses. • Students read the next section and follow procedures in step two. This cycle continues until text is read. More information about this strategy is located at <a href="http://literacy.kent.edu/eureka/strategies/drta.pdf">http://literacy.kent.edu/eureka/strategies/drta.pdf</a>.</td>
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<td>Materials</td>
<td>o Arguments o Informative o Narrative o Vocabulary</td>
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# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

<table>
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<tbody>
<tr>
<td>2. WRITING</td>
<td></td>
<td>South Kingstown Public Schools</td>
<td>TEACHER NOTES See instructional strategies in the introduction</td>
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<tr>
<td>2.1 Text Types and Purposes</td>
<td>P</td>
<td>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1a)</td>
<td>Use formative assessment to guide instruction</td>
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<td>W</td>
<td>Establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (W.11-12.1b)</td>
<td>Provide opportunities for independent, partner and collaborative group work</td>
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<td></td>
<td>W</td>
<td>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. (W.11-12.1c)</td>
<td>Differentiate instruction by varying the content, process, and product and providing opportunities for:</td>
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<td></td>
<td>W</td>
<td>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.11-12.1d)</td>
<td>Anchoring</td>
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<td>W</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.1d)</td>
<td>Cubing</td>
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<td>W</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1e)</td>
<td>Jig sawing</td>
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<td>Use pre/post assessments</td>
<td>Think/pair/share</td>
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<td>W</td>
<td>Tiered assignments</td>
<td>Peer editing and conferencing</td>
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<td>W</td>
<td>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</td>
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<td></td>
<td>W</td>
<td>Model the use of graphic organizers:</td>
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<td>Categorize/classify organizers (categories, tree)</td>
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<td></td>
<td>W</td>
<td>Compare/contrast organizers (venn diagrams, comparison charts)</td>
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<td>W</td>
<td>Concept development (mind map)</td>
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<td>W</td>
<td>Evaluation organizers (charts, scales)</td>
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<td>W</td>
<td>Organizers (word web, concept map)</td>
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<td>W</td>
<td>Relational organizers (fish bone, pie chart)</td>
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<td></td>
<td>W</td>
<td>Sequence organizers (chains, cycle)</td>
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### Guiding Questions
- What is your precise claim and how do you distinguish it from opposing claims?
- How is your writing organized to develop your claim?
- What makes your evidence relevant, accurate and credible?
- Is your evidence thorough enough?
- How do you maintain a formal style and objective tone?
- How does word choice create cohesion and clarify your writing?
- How does the use of a counterclaim strengthen your argument?
- How does your conclusion support the arguments presented?
- Does your argument take into account your audience’s knowledge and values?

### Academic Vocabulary
- Accurate
- Acknowledge
- Alternate
- Analysis
- Argument
- Audience
- Claim
- Clarify
- Cohesion
- Counterclaim
- Credible
- Distinguish
- Evidence
- Formal style
- Logical
- Objective/subjective

### TEACHER NOTES
- See instructional strategies in the introduction
- Use formative assessment to guide instruction
- Provide opportunities for independent, partner and collaborative group work

### Core Books
- (Lexile rates 1080-1305)
  - Animal Farm
  - Beowulf
  - Macbeth
  - Nineteen Eighty-Four
  - Oedipus the King
  - The Odyssey
  - Utopia and The Prince
  - Walden

### Supplementary Books
- Teacher (T) Student (S)

### Technology
- Computers
- LCD projectors
- Interactive boards

### Websites
- www.corestandards.org
- www.nltc.rg.gov
- PARCC
  - http://www.parcconline.org/
  - PARCC Content Frameworks
  - http://www.parcconline.org/site/prcc/ContentFrameworks/EnglishLanguageArts0.pdf

### Assessments
- See assessments in the introduction
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/District
  - PARCC
### Standards/Benchmarks

**South Kingstown Public Schools**

<table>
<thead>
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<th>STANDARDS</th>
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<tbody>
<tr>
<td>Does your writing conform to the appropriate norms and conventions?</td>
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</tbody>
</table>
  - Essential Knowledge and Skills
  - Analyze a substantive topic or text
  - Introduce a precise claim
  - Understand the rhetoric of argument
  - Provide through reasons and evidence to support claims
  - Identify and distinguish counterclaims
  - Develop claims and counterclaims objectively
  - Organize reasons and evidence in a logical manner
  - Analyze and address audience knowledge and values
  - Determine relevance of evidence
  - Utilize credible sources
  - Utilize transitional expressions to establish relationships between claims and reasons
  - Maintain a formal style and objective tone
  - Provide an effective conclusion

**Exemplar**

**PARCC Evidence Grade 11**

**Development of Ideas**
- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **PARCC Evidence**

**Organization**
- The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. **PARCC Evidence**

**Clarity of Language**
- The student response establishes and maintains an effective style, while attending to the norms and conventions of the language.

### Instructional Strategies

- Opposing
- Persuasion
- Reasoning
- Relevant/irrelevant

**Exemplar**

- Common Core Standards [http://www.corestandards.org/AppendixC](http://www.corestandards.org/AppendixC) p.57

**Paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.**

**ODE Writers Workshop**

- Presenting mini-lessons, students work at their own pace to create finished products.
- Final conferencing between student and teacher, and students and their peers takes place to discuss finished product.

**ODE Persuasive Strategies**

- After frontloading strategies using the SOAPSTone one strategy, students find and read opinion/editorial examples from different newspapers about a single topic.
- The students analyze these to determine the strategies writers use to create a persuasive argument.

**More information about this strategy can be found at [http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm](http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm).**

**Evaluating Models of Performance**

- Explain the criteria for a particular writing assignment.
- Show students models of essays representing a range of scores.
- Have students assess them based on the criteria discussed.
- Students can use this knowledge to write their own essay with the same criteria.

### Resources

- Teacher designed
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary
### Writing Standards

<table>
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<td></td>
<td><strong>South Kingstown Public Schools</strong></td>
<td>(W.11-12.2)</td>
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<td><strong>W.11-12.2</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.11-12.2a)</td>
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<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2b)</td>
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<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2c)</td>
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<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d)</td>
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<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.2e)</td>
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ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12
Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<tr>
<th>TANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<td></td>
<td>South Kingstown Public Schools</td>
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</table>

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.11-12.2f)

**Guiding Questions**
- How can you clearly introduce your topic?
- How does your lead engage the reader?
- How does your thesis statement preview the content of the essay?
- What are your supporting details and do they thoroughly support your thesis?
- Is your development of the topic and choice of support appropriate for the audience?
- How do you organize complex ideas and information?
- How do you introduce and build the elements of your explanation to create a unified whole?
- How can you format your writing to aid comprehension?
- How did you use transitions and syntax to make your writing more cohesive?
- How have you created and maintained a formal style consistent with the appropriate norms and conventions?
- How can you use figurative language to clarify your topic?
- How does your conclusion support your thesis and articulate its significance?

**Essential Knowledge and Skills**
- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement and preview what is to follow
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion between ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms

**Academic Vocabulary**
- Analysis
- Analogy
- Analogy
- Cohesion
- Conclusion
- Conventions/norms
- Convey
- Definition
- Domain-specific
- Figurative language
- Formal Style
- Formatting (headings, charts, tables, graphs)
- Informative
- Introduction/lead
- Metaphor
- Organization
- Relevant
- Selection
- Significance
- Simile
- Sufficient
- Support
- Syntax
- Thesis Statement
- Thorough
- Topic
- Transitions

**Exemplar**
- Common Core Standards [http://www.corestandards.org](http://www.corestandards.org) Appendix C pp. 70, 73 grade 11 and p. 80, 89, 94, 98, 103 grade 12
# English Language Arts Curriculum Grades 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

## Standards/Benchmarks

### South Kingstown Public Schools

- Understand and use domain-specific vocabulary
- Maintain a formal style and objective tone consistent with appropriate norms and conventions
- Provide an effective conclusion

### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

## Instructional Strategies

### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

## Resources

### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

## Assessments

### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

### Guiding Questions

**W.11-12.3** Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### a. 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; create a smooth progression of experiences or events. (**W.11-12.3a**)

#### b. Use **narrative** techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (**W.11-12.3b**)

#### c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or solution). (**W.11-12.3c**)

#### d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (**W.11-12.3d**)

#### e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (**W.11-12.3e**)

## Academic Vocabulary

- **Narrative**
- **Technique**
- **Description**
- **Dialogue**
- **Pacing**
- **Reflection**
- **Plot Line**
- **Tone**
- **Outcome**
- **Building**
- **Resolution**
- **Vivid**
### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<th>TANDARDS</th>
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<tr>
<th>STANDARDS/BENCHMARKS South Kingstown Public Schools</th>
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<tbody>
<tr>
<td>• How can you engage and orient the reader to establish context and point of view?</td>
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<tr>
<td>• How do you establish tone in a narrative?</td>
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<tr>
<td>• How does the use of narrative techniques such as dialogue, pacing, description, reflection; multiple plot lines, events and/or characters create an effective narrative?</td>
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<tr>
<td>• How can precise word choice and telling detail contribute to an effective narrative?</td>
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<tr>
<td>• How can you create an effective conclusion that follows from, resolves, and reflects on the significance of the narrated experiences or events?</td>
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<tr>
<td>• How can you organize the events in your narrative? Are they logical? Is the relationship between and the significance of the events evident?</td>
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</table>

#### Essential Knowledge and Skills

- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Understand and establish a/multiple point(s) of view
- Establish multiple plot lines
- Organize a coherent sequence of events
- Use narrative techniques to develop events, experiences and/or characters
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide a conclusion that resolves or reflects upon the significance of the narrative

#### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

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<thead>
<tr>
<th>INSTRUCTIONAL STRATEGIES</th>
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<tbody>
<tr>
<td>• Characters</td>
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<td>• Climax</td>
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<td>• Conclusion</td>
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<td>• Conflict</td>
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<td>• Detail</td>
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<td>• Dialogue</td>
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<td>• Engage</td>
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<td>• Exposition</td>
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<td>• Flashback</td>
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<td>• Foreshadowing</td>
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<td>• Narrator</td>
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<td>• Organizational pattern</td>
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<td>• Orient</td>
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<td>• Pacing</td>
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<td>• Plot</td>
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<td>• Point of view</td>
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<td>• Protagonist/antagonist</td>
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<td>• Reflection</td>
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<td>• Resolution</td>
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<td>• Rising/falling action</td>
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<td>• Sensory language</td>
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<tr>
<td>• Sequence</td>
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<tr>
<td>• Setting</td>
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<tr>
<td>• Tone</td>
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<tr>
<td>• Transition</td>
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#### Literature/Informational

- Common Core Standards (http://www.corestandards.org Appendix C p.60 grade 9 and p. 68 grade 10)

### ASSESSMENTS

<table>
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<th>RESOURCES</th>
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2014.1.28
# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

## 2. WRITING

### 2.2 Production and Distribution of Writing

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**South Kingstown Public Schools**

### Academic Vocabulary

- Audience
- Details
- Evidence
- Information
- Organizational
- Purpose
- Purpose For Writing
- Sensory Details
- Task
- Transitions

### Literature/Informational

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

### Guiding Questions

- Who is your audience? How will this affect your writing?
- What will you use to organize your thoughts before you begin writing?
- How do you use transitions to organize your thoughts and ideas?
- What is your purpose for writing?

### Essential Knowledge and Skills

- Understand various writing text types
- Apply suitable organizational structures
- Identify and understand the writing task and purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

### PARCC Evidence Grade 11

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

**W.11-12.5** Develop and strengthen writing as needed by

- planning
- revising
- editing
- rewriting or trying a new approach

### Core Books

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<tr>
<th>Lexile rates</th>
<th>1080-1305</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Animal Farm</td>
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<td>Beowulf</td>
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<td>Macbeth</td>
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<td>Nineteen Eighty-Four</td>
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<td>Oedipus the King</td>
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<td>The Odyssey</td>
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<td>Utopia and The Prince</td>
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<td>Walden</td>
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### Suggested Formative/Summative Assessments

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g. graphic organizing - visual
- Collaboration - interpersonal
- Role playing - bodily kinesthetic
- Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/District
  - PARCC

### Resource Notes

See resources in the introduction

### Teacher Notes

See instructional strategies in the introduction

### Instructional Strategies

**TEACHER NOTES**

- Use formative assessment to guide instruction

- Provide opportunities for independent, partner and collaborative group work

- Differentiate instruction by varying the content, process, and product and providing opportunities for:
  - Anchoring
  - Cubing
  - Jig-sawing
  - Pre/post assessments
  - Think/pair/share
  - Tiered assignments
  - Peer editing and conferencing

- Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal

- Model the use of graphic organizers:
  - Categorize/classify organizers (categories, tree)
  - Compare/contrast organizers (venn diagrams, comparison charts)
  - Concept development (mind map)
  - Evaluation organizers (charts, scales)
  - Organizers (word web, concept map)
  - Relational organizers (fish bone, pie chart)
  - Sequence organizers (chains, cycle)

- Provide opportunities for The Common Core Learning Progress

### Evaluating Models of Performance

**Evaluating Models of Performance**

- Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria. (See Appendix C – Samples of Student Writing in the Common Core)
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<tr>
<td><strong>Focusing on addressing what is most significant for a specific purpose and audience. (editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12)</strong></td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Academic Vocabulary</strong></td>
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<tr>
<td>• What is the purpose or focus of the piece?</td>
<td>• Argument</td>
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<td>• Teacher designed</td>
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<tr>
<td>• What aspects are most significant?</td>
<td>• Develop</td>
<td></td>
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<td>• Tests and quizzes</td>
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<tr>
<td>• Which prewriting tools or templates will you use in your writing process?</td>
<td>• Edit</td>
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<td>• Technology</td>
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<tr>
<td>• How does your planning template compare with your writing piece? Was something added/omitted? Why?</td>
<td>• Evidence/proof</td>
<td></td>
<td></td>
<td>• Think-alouds</td>
<td></td>
</tr>
<tr>
<td>• How can your title add to this piece?</td>
<td>• Information</td>
<td></td>
<td></td>
<td>• Writing genres</td>
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<tr>
<td>• Is the structure you selected the most effective format for conveying your ideas to your intended audience?</td>
<td>• Purpose</td>
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<td></td>
<td>o Arguments</td>
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<tr>
<td>• Is additional evidence, description, or clarification needed anywhere in the piece?</td>
<td>• Revise</td>
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<td></td>
<td>o Informative</td>
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</tr>
<tr>
<td>• Is your writing free from writing convention errors?</td>
<td>• Topic</td>
<td></td>
<td></td>
<td>o Narrative</td>
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<tr>
<td>• How can you judge the quality and effectiveness of your own writing?</td>
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<td>• Vocabulary</td>
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<td>• How can you use revision to significantly improve your writing?</td>
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<td>• Does your writing meet the needs of your audience?</td>
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<td>• Does your writing achieve your purpose?</td>
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<tr>
<td><strong>Essential Knowledge and Skills</strong></td>
<td><strong>Literature/Informational</strong></td>
<td><strong>PARCC Evidence Grade 11</strong></td>
<td><strong>Materials</strong></td>
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<tr>
<td>• Understand the specific purpose for writing.</td>
<td>• Development of Ideas (see above)</td>
<td>• Development of Ideas (see above)</td>
<td>• Tests and quizzes</td>
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<tr>
<td>• Understand and address the specific audience.</td>
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<td>• Technology</td>
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<tr>
<td>• Organize thoughts and/or information prior to writing.</td>
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<td>• Think-alouds</td>
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<tr>
<td>• Implement the writing process by: planning, revising, editing, and rewriting.</td>
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<td></td>
<td>• Writing genres</td>
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<tr>
<td>• Provide and utilize peer and teacher feedback.</td>
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<td></td>
<td>o Arguments</td>
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<td>• Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.</td>
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<td>o Informative</td>
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<td>• Write a strong conclusion that supports ideas presented in the writing.</td>
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<td>o Narrative</td>
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<td><strong>Pre-Writing Activity</strong></td>
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<td>• When writing an informational and/analytical essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished using a flowchart and template/graphic organizer from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.</td>
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<td><strong>Writers Workshop</strong></td>
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<td>• Presenting mini-lessons, students work at their own pace to create finished products. Final conferencing between student and teacher, and students and their peers takes place to discuss finished product. ODE</td>
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<td><strong>Read Back</strong></td>
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<tr>
<td>• Students enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic/word-choice issues. Students make revisions based on the feedback. ODE</td>
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<td><strong>Photo Gallery</strong></td>
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<tr>
<td>• Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author’s talk in the gallery, with each writer reading and discussing his or her work.</td>
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<td><strong>Plan Strategy with STOP</strong></td>
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<tr>
<td>• Students follow these steps to develop and organize their ideas for a piece of persuasive writing:</td>
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<td>• Suspend your judgment and generate as many ideas on each</td>
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<tr>
<td>STANDARDS/BENCHMARKS</td>
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<td>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
<td><strong>Guiding Questions</strong></td>
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<tr>
<td></td>
<td>• What technology will you use to create this document?</td>
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<td></td>
<td>• How can the technology serve as a tool for production, publication, and collaboration?</td>
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<td></td>
<td>• How can you integrate technology effectively into your writing?</td>
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<td></td>
<td>• How do you correctly cite digital sources?</td>
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<td></td>
<td>• What medium will you use to publish your writing so that others can access it?</td>
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<td></td>
<td>• How will you use technology to collaborate and interact with others about your writing?</td>
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<td></td>
<td>• How will you collect and respond to feedback and new information?</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
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<tr>
<td></td>
<td>• Use technology proficiently for production, publication, and collaboration</td>
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<td></td>
<td>• Link and cite digital sources</td>
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<td></td>
<td>• Create shared writing products</td>
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<td>• Respond to ongoing feedback and new information</td>
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<td></td>
<td>• Access and use the Internet and other digital media effectively and ethically</td>
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<td><strong>PARCC Evidence</strong></td>
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<td>2 WRITING</td>
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<td>W.11-12.7 Conduct short as well as more <em>sustained research projects</em> 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.</td>
<td>TEACHER NOTES</td>
<td>RESOURCE NOTES</td>
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<td>TEACHER NOTES</td>
<td>See instructional strategies in the introduction</td>
<td>See resources in the introduction</td>
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<td>Use <em>formative assessment</em> to guide instruction</td>
<td>Provide opportunities for independent, partner and collaborative group work</td>
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<td>Differentiate instruction by varying the content, process and product and providing opportunities for:</td>
<td>Model the use of <em>graphic organizers</em>:</td>
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<td>Anchoring</td>
<td><em>Categorize/classify organizers</em> (categories, tree)</td>
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<td>Cubing</td>
<td><em>Compare/contrast organizers</em> (venn diagrams, comparison charts)</td>
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<td>Jig-sawing</td>
<td><em>Concept development</em> (mind map)</td>
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<td>Pre/post assessments</td>
<td><em>Evaluation organizers</em> (charts, scales)</td>
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<td>Think/pair/share</td>
<td><em>Organizers</em> (word web, concept map)</td>
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<td>Tiered assignments</td>
<td><em>Relational organizers</em> (fish bone, pie chart)</td>
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<td>Address multiple intelligences</td>
<td><em>Sequence organizers</em> (chains, cycle)</td>
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<td>Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</td>
<td>Provide opportunities for The Common Core Learning Progress</td>
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<td>Core Books</td>
<td><em>Research Project</em></td>
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<td>(Lexile rates 1080-1305)</td>
<td>After reading <em>Macbeth</em>, 11th-grade students research one of the following assassinations: Abraham Lincoln, Martin Luther King Jr., Malcolm X or John F. Kennedy. Then they write an essay (comparing and contrasting the</td>
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<td><em>Animal Farm</em></td>
<td>Resources, Teacher (T) Student (S)</td>
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<td><em>Beowulf</em></td>
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<td><em>Nineteen Eighty-Four</em></td>
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<td><em>Oedipus the King</em></td>
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<td><em>The Odyssey</em></td>
<td><em><a href="http://www.corestandards.org">www.corestandards.org</a></em></td>
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<td><em>Utopia and The Prince</em></td>
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<td><em>Walden</em></td>
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<td><strong>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</strong></td>
<td><a href="http://www.parcconline.org/parcc">http://www.parcconline.org/parcc</a></td>
<td>REQUIRED COMMON ASSESSMENTS</td>
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<td>Anecdotal records</td>
<td><em>Mid-term exam</em></td>
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<td>Conferencing</td>
<td><em>Final exam</em></td>
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<td>Exhibits</td>
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<td>Interviews</td>
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<td>Graphic organizers</td>
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<td>Multiple Intelligences assessments, e.g.</td>
<td><em>Graphing organizers - visual</em></td>
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<td>Interactive boards</td>
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| W.11-12.8 |      | South Kingstown Public Schools | assassination they chose to Duncans assassination, concentrating on the following points: description of the assassin, motives, related events leading up to the assassinations, flaws in the victim’s character, cause of the assassination and effects of the assassination on the society of the victim. ODE | entFrameworksForEnglish LanguageArts0.pdf | o  Departmental/ District  
 o  PARCC  
 o  Teacher designed |

**Guiding Questions**
- How will you locate information from both print and digital sources?
- How will you effectively use search engines and terms to obtain information?
- What makes this information relevant to the topic?
- How do you determine that the source is credible and accurate enough for your purposes?
- What conclusive information do you plan to include?
- How will you accurately and efficiently integrate the information?
- Have you avoided relying on any one source?
- How do you cite sources in your text and your citation page?

**Essential Knowledge and Skills**
- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Integrate quotations
- Paraphrase correctly
- Cite sources/bibliography

**Academic Vocabulary**
- Accuracy
- Audience
- Chronological order
- Citation page/bibliography
- Compare and contrast
- Credible/authoritative
- Direct quotation
- Documentation
- Multi-media visuals
- Order of importance
- Paraphrase
- Plagiarism
- Research ethics
- Source
- Summarize
- Text structure
- Thesis

**Literature/Informational**

---

**Multigenre/Multimodal Project**
This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)

**Evaluating Samples of Teacher-Provided Logical Fallacies**
Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.

**Multiple Print and Digital Sources**
Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that
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<th>TANDARDS</th>
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<td>• Integrate print and digital information effectively and ethically</td>
<td>they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at <a href="http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html">http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html</a>.</td>
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<td>• Development of Ideas (see above)</td>
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<td><strong>W.11-12.9</strong> Draw evidence from <em>literary or informational texts</em> to support analysis, reflection, and research.</td>
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<td>a. Apply grades 11-12 <em>Reading standards</em> to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). <em>(W,11-12.9a)</em></td>
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<td>b. Apply grades 11-12 <em>Reading standards</em> to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <em>The Federalist</em>, presidential addresses]”). <em>(W,11-12.9b)</em></td>
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<td><strong>Guiding Questions</strong></td>
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<td>• What evidence can you draw from the passage to support your analysis or position?</td>
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<td>• Is your evidence relevant and sufficient?</td>
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<td>• What conclusions can you make based on the text(s)?</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
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<td>• Analyze literary or informational texts</td>
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<td>• Assess soundness of reasoning and relevance of evidence</td>
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<td>• Utilize evidence to support analysis/research</td>
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<td>• Recognize and understand organizational structures</td>
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## TANDARDS

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<th>Unit</th>
<th>Standards/Benchmarks</th>
<th>Instructional Strategies</th>
<th>Resources</th>
<th>Assessments</th>
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<tr>
<td><strong>ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12</strong></td>
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<td><strong>Curriculum Writers:</strong> Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein</td>
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### Standards/Benchmarks

- South Kingstown Public Schools

### Instructional Strategies

- TEACHER NOTES
  - See instructional strategies in the introduction

- Timed Writings
  - Students complete timed writings in response to test prompts (AP, SAT, ACT, OGT, etc.). Teachers offer students the opportunity to use rubrics and samples to self-score their own timed writings and determine their own improvement plan. Revision opportunities are based on their improvement plans. ODE

- Journals
  - Students participate in dialogue journals with the teacher (or with other students). Students can respond to prompts or they can create their own responses. Teacher/student pairs can then focus on individual learning needs. More information about this strategy can be found at http://www.indiana.edu/~reading/eo/digests/d99.html ODE

### Essential Knowledge and Skills

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Understand and compose in a variety of text types
- Communicate information effectively

### Academic Vocabulary

- Audience
- Organizer
- Purpose
- Text type
- Writing process

### Guiding Questions

- How can you plan and organize the process of writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- What text type is appropriate for this task?
- How will you address the audience’s knowledge/perspective?

### Core Books

- Animal Farm
- Beowulf
- Macbeth
- Nineteen Eighty-Four
- Oedipus the King
- The Odyssey
- Utopia and The Prince
- Walden

### Supplementary Books

- Teacher (T) Student (S)

### Technology

- Computers
- LCD projectors
- Interactive boards

### Websites

- www.corestandards.org
- www.ride.ri.gov
- PARCC http://www.parcconline.org/

### Required Common Assessments

- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

### Suggested Formative/Summative Assessments

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals

- Multiple intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal

### Academic Vocabulary

- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

### Textbook

- (Lexile rates 1080-1305)

## 2 WRITING

### 2.4 Range of Writing

- **W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Guiding Questions

- How can you plan and organize the process of writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- What text type is appropriate for this task?
- How will you address the audience’s knowledge/perspective?

### Essential Knowledge and Skills

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Understand and compose in a variety of text types
- Communicate information effectively

### PARCC Evidence

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)
### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

**Curriculum Writers:** Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<td>South Kingstown Public Schools</td>
<td>key ideas to be covered in the essay. (This can be accomplished using a flowchart and template/graphic organizer from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas. <strong>ODE</strong>&lt;br&gt;<strong>Writers Workshop</strong>&lt;br&gt;Presenting mini-lessons, students work at their own pace to create finished products. Final conferencing between student and teacher, and students and their peers takes place to discuss finished product. <strong>ODE</strong>&lt;br&gt;<strong>Revision Conferences</strong>&lt;br&gt;Encourage revision for selected pieces of writing. Before revising, have students use a rubric to self-score their own papers. Then, confer with students individually about their strengths, weaknesses and plans for improvement. Have students highlight or underline their improvements when they submit the revised version.</td>
<td><strong>ODE</strong>&lt;br&gt;<strong>PARCC</strong>&lt;br&gt;<a href="http://www.parcconline.org/parc-content-frameworks">http://www.parcconline.org/parc-content-frameworks</a>&lt;br&gt;<strong>PARCC</strong>&lt;br&gt;<a href="http://www.parcconline.org/sites/parccontentframeworks/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parccontentframeworks/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></td>
<td>• Oral presentations&lt;br&gt;• Research&lt;br&gt;• Rubrics/checklists&lt;br&gt;  o Departmental/District&lt;br&gt;  o PARCC&lt;br&gt;  o Teacher designed&lt;br&gt;• Tests and quizzes&lt;br&gt;• Technology&lt;br&gt;• Think-alouds&lt;br&gt;• Writing genres&lt;br&gt;  o Arguments&lt;br&gt;  o Informative&lt;br&gt;  o Narrative&lt;br&gt;• Vocabulary</td>
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<td><strong>TEACHER NOTES</strong>&lt;br&gt;See instructional strategies in the introduction&lt;br&gt;<strong>RESOURCE NOTES</strong>&lt;br&gt;See resources in the introduction&lt;br&gt;<strong>ASSESSMENT NOTES</strong>&lt;br&gt;See assessments in the introduction</td>
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#### 3. SPEAKING and LISTENING

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<th>3.1 Comprehension</th>
<th><strong>Students</strong></th>
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<tr>
<td><strong>SL.11-12.1</strong></td>
<td>Initiate and participate effectively in a range of collaborative discussions</td>
<td><strong>TEACHER NOTES</strong>&lt;br&gt;See instructional strategies in the introduction</td>
<td><strong>RESOURCE NOTES</strong>&lt;br&gt;See resources in the introduction</td>
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## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

### STANDARDS/BENCHMARKS

**South Kingstown Public Schools**

- and Collaboration

  (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1a)
  
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (SL.11-12.1b)
  
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue: clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1c)
  
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d)

### GUIDING QUESTIONS

- **How did you prepare for today’s discussion?**
  - What questions did you have?
  - What knowledge can you contribute?
  - What is your role and what specific actions does it require?
  - What key evidence will you point to during the discussion?

- **What are the group norms for the discussion?**
  - Rules for discussion
  - Rules for decision-making
  - Rules for incorporating others

- **What questions did you create to help stimulate the ideas that were presented?**

- **When there are differences of opinion, how will you respond and justify your own view point or reasoning?**

- **Did you justify your views and/or make connections with new evidence and/or reasoning?**

### ACADEMIC VOCABULARY

- **Clarify**
- **Collaborate**
- **Collegial**
- **Consensus**
- **Diverse**
- **Incorporate**
- **Peers/Companions**
- **Perspective**
- **Preparation**
- **Propel**
- **Stimulate**
- **Thoughtful**
- **Verify**
- **Well-Reasoned**

### INSTRUCTIONAL STRATEGIES

**Research and Present**

Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from most to least objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.

**Critical Thinking/Inquiry**

How does a person remain objective in the face of overwhelming catastrophe? What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at [http://www.ncbi.nlm.nih.gov/pubmed/articles/PMC194789/](http://www.ncbi.nlm.nih.gov/pubmed/articles/PMC194789/).

**Socratic Seminar**

Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at [http://www.corestandards.org](http://www.corestandards.org).

### RESOURCES

**Textbook**

**Core Books**

- [Lexile rates 1080-1305](http://www.corestandards.org)
  - Animal Farm
  - Beowulf
  - Macbeth
  - Nineteen Eighty-Four
  - Oedipus the King
  - The Odyssey
  - Utopia and The Prince
  - Walden

**Supplementary Books, Teacher (T) Student (S)**

- [Walden](http://www.corestandards.org)
- [The Odyssey](http://www.corestandards.org)
- [Utopia](http://www.corestandards.org)
- [Oedipus the King](http://www.corestandards.org)
- [Nineteen Eighty-Four](http://www.corestandards.org)
- [Animal Farm](http://www.corestandards.org)
- [Beowulf](http://www.corestandards.org)
- [Macbeth](http://www.corestandards.org)

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- [www.corestandards.org](http://www.corestandards.org)
- [www.parcconline.org](http://www.parcconline.org)
- [PARCC](http://www.parcconline.org/parcc-content-frameworks)
- [http://www.parcconline.org/sparcc](http://www.parcconline.org/sparcc)

**Materials**

- [http://www.parcconline.org/sites/sparc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts.pdf](http://www.parcconline.org/sites/sparc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts.pdf)

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  - [Macbeth](http://www.corestandards.org)

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## ASSESSMENTS

**REQUIRED COMMON ASSESSMENTS**

- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

**SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/District
  - PARCC
  - Teacher designed
- Tests and quizzes
## English Language Arts Curriculum Grades 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

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<tbody>
<tr>
<td>SL.11-12.2</td>
<td></td>
<td>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.</td>
<td><a href="http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html">http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</a>. For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit <a href="http://www.sasked.gov.sk.ca/docs/mla/listen.html">http://www.sasked.gov.sk.ca/docs/mla/listen.html</a>.</td>
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**Guiding Questions**
- What will be the topic of your presentation?
- How will you integrate different forms of media; audio, graphic, digital, and print?
- Is the source of information credible or accurate? How do you know?
- Have you gathered enough information to make your presentation credible?
- How will you let your audience know that your sources are accurate?
- How might you use the information presented to make a decision or solve a problem?
- What discrepancies did you find in your data?

**Academic Vocabulary**
- Accuracy
- Credibility
- Data
- Discrepancies
- Diverse
- Evaluate
- Format
- Integrate
- Media
- Source

**Essential Knowledge and Skills**
- Present information using a variety of media or
# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

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<td>3 SPEAKING AND LISTENING</td>
<td>Students</td>
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**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance and premises of links among ideas, word choice, points of emphasis, and tone used.

### Guiding Questions
- What is the speaker’s point of view?
- Was it supported with strong evidence?
- Was the speaker’s evidence credible and believable?
- What type of reasoning does the speaker use?
- Was the speaker’s reasoning sound and logical?
- How effectively did the speaker’s choice of words, emphasis, and tone affect your perception of the point being made?
- Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning?
- What rhetorical devices did the speaker use?
- Evaluate the effectiveness of the rhetorical devices.

### Essential Knowledge and Skills
- Identify the speaker’s point of view
- Determine if the speaker’s reasoning is sound
- Know rhetorical devices (i.e.; parallelism, restatement, analogy)
- Identify faulty logic, or reasoning based on misleading statements
- Identify distorted or exaggerated evidence

### Academic Vocabulary
- Analogy
- Credible
- Distorted (_adj)
- Evidence/proof
- Exaggeration
- Parallelism
- Point Of View
- Reasoning
- Restatement
- Rhetorical devices

**TEACHER NOTES**
See instructional strategies in the

**RESOURCE NOTES**
See resources in the

**ASSESSMENT NOTES**
See assessments in the

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### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

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<td>3.2</td>
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<td>South Kingstown Public Schools</td>
<td>introduction</td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td><strong>SL.11-12.5</strong></td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td><strong>Academic Vocabulary</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Academic Vocabulary</strong></td>
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<td><strong>SL.11-12.4</strong></td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
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**Academic Vocabulary**
- Alternative perspective
- Convey
- Formal and informal tasks
- Opposing perspective
- Perspective

**Literature/Informational**

**Guiding Questions**
- What information will you use in your presentation?
- Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- Did you consider alternative or opposing perspectives? How did you address these perspectives?

**Essential Knowledge and Skills**
- Plan and deliver a presentation that:
  - conveys a distinct perspective and line of reasoning
  - supports a claim with evidence
  - is organized in a cohesive, logical manner
  - addresses alternative perspectives

**Digital Project**

**Dramatize**

Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.

**Core Books**

- Animal Farm
- Beowulf
- Macbeth
- Nineteen Eighty-Four
- Oedipus the King
- The Odyssey
- Utopia and The Prince
- Walden

**Supplementary Books, Teacher (T) Student (S)**

- 

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- [www.corestandards.org](http://www.corestandards.org)
- [www.rde.ri.gov](http://www.rde.ri.gov)
- [PARCC](http://www.parcconline.org/)
- [PARCC Draft Model Content Frameworks](http://www.parcconline.org/parccContentFrameworks)
- [PARCC](http://www.parcconline.org/sites/parccc/files/Parcc_Draft_ModelContentFrameworksForEnglishLanguageArts.pdf)

**ASSESSMENTS**

**REQUIRED COMMON ASSESSMENTS**
- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Research-based common task

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
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  - Role playing - bodily kinesthetic
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| SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 0 | • Would a different visual element be more effective?  
• Does your media element emphasize your key points in your presentation?  
• How does the use of media impact the audience and their understanding of your reasoning and evidence?  
• What advantage does the use of digital media have over the use of print media in your presentation?  
**Essential Knowledge and Skills**  
• Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)  
• Strategically use digital media to emphasize key points, or findings  
• Understand the effect of each element on your audience  
• Use media to convey your reasoning and evidence used to support your point of view | • Interactive Element  
• Strategic  
• Textual Element  
• Visual Element | | • Technology  
• Think-alouds  
• Writing genres  
  o Arguments  
  o Informative  
  o Narrative  
• Vocabulary |

**Guiding Questions**  
• What is the context, or situation?  
• Who is your audience?  
• What is your task, or purpose?  
• How will you adapt your speech in response to context, audience, and/or task?  
• Is your language appropriate for the context and speaking task?  
• Are your volume and communication suitable for the task?  
• Did you make appropriate eye contact?  
• Are your language and word choice precise and engaging enough to keep the listeners interested?  
**Essential Knowledge and Skills**  
• Identify context or situation |

**Academic Vocabulary**  
• Audience  
• Context  
• Enunciation  
• Presenting  
• Purpose  
• Rate  
• Situation  
• Task  
• Volume
## 4. LANGUAGE

### 4.1 Conventions of Standard English

#### Students

Apply and effectively use background knowledge of:
- nouns (reference p. 11)
- verbs
- adjectives
- pronouns
- subject-verb agreement (5)
- irregular plurals (6)
- sentence fragments and run-ons (6) EL
- clear pronoun referent (7)
- subject-verb agreement (7)
- consistency of verb tense (7)
- irregular forms of verbs and nouns (7)
- phrases and clauses (7)
- compound and complex sentences (7)
- misplaced and dangling modifiers (7)
- verbals (gerunds, participles, infinitives) (8)
- verbs in the active and passive voice (8)
- verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8)
- parallel structure (9-10)
- types of phrases (9-10)

**L11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L11-12.1a)

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed. (L11-12.1b)

#### TEACHER NOTES

See instructional strategies in the introduction

Use formative assessment to guide instruction

Provide opportunities for independent, partner and collaborative group work

Differentiate instruction by varying the content, process, and product and providing opportunities for:
- Anchoring
- Cubing
- Jig-sawing
- Pre/post assessments
- Think/pair/share
- Tiered assignments
- Peer editing and conferencing

Address multiple intelligences

Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal

Model the use of graphic organizers:
- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

Provide opportunities for The Common Core Learning Progress

#### RESOURCE NOTES

See resources in the introduction

**Core Books**

(Lexile rates 1080-1305)
- Animal Farm
- Beowulf
- Macbeth
- Nineteen Eighty-Four
- Oedipus the King
- The Odyssey
- Utopia and The Prince
- Walden

**Supplementary Books, Teacher (T) Student (S)**

- Utopia
- Anarchist's Cookbook
- The Prince
- Plato's Republic
- Aristotle's Poetics
- Shakespeare's Complete Works
- Homer's Iliad
- Homer's Odyssey
- The Odyssey
- The Iliad
- Oedipus the King
- Animal Farm
- Beowulf
- Macbeth
- Nineteen Eighty-Four
- Utopia
- The Prince
- Walden

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- www.corestandards.org
- www.ride.ri.gov

**ASSESSMENT NOTES**

See assessments in the introduction

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<td>Take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.</td>
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<td>• consonant doubling</td>
<td>o PARCC</td>
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<td>• consonant patterns</td>
<td>o Teacher designed</td>
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<td>• units of meaning – common roots</td>
<td>• Arguments</td>
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<td>• base words, pre/suffixes</td>
<td>o Informative</td>
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<td>• colons, semicolons (7)</td>
<td>o Vocabulary</td>
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<td>• comma to separate coordinate adjectives (7)</td>
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<td>• ellipsis to indicate an omission. (8)</td>
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<td>• semicolons and a conjunctive adverbs (9)</td>
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<td>• colon to introduce a list or quotation (9)</td>
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<td>• correct spelling (9)</td>
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<td>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>a. Observe hyphenation conventions (L.11-12.2a)</td>
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<td>TANDARDS</td>
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<td>INSTRUCTIONAL STRATEGIES</td>
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<td><strong>Guiding Questions</strong></td>
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<td>b. Spell correctly (L.11-12.2b)</td>
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<td><strong>Academic Vocabulary</strong></td>
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<td>Appositive</td>
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<td>Capitalization</td>
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<td>Colon</td>
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<td>Conjunction</td>
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<td>Conjunctive adverb</td>
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<td>Dash</td>
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<td>Hyphens</td>
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<td>Independent clause</td>
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<td>Italics</td>
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<td>Main (principal) clause</td>
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<td>Phrase</td>
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<td>Quotation mark</td>
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<td>Semicolon</td>
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<td>Subordinate clause</td>
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<td>Titles</td>
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</tbody>
</table>

### 4 LANGUAGE

#### 4.2 Knowledge of Language

**L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **a.** Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3a)

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>RESOURCE NOTES</th>
<th>ASSESSMENT NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>See instructional strategies in the introduction</td>
<td>See resources in the introduction</td>
<td>See assessments in the introduction</td>
</tr>
<tr>
<td>Use formative assessment to guide instruction</td>
<td></td>
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<tr>
<td>Provide opportunities for independent, partner and collaborative group work</td>
<td><strong>Textbook</strong></td>
<td><strong>REQUIRED COMMON ASSESSMENTS</strong></td>
</tr>
<tr>
<td><strong>Core Books</strong></td>
<td></td>
<td>- Mid-term exam</td>
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<tr>
<td><em>Lexile rates 1080-1305</em></td>
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<td>- Final exam</td>
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<tr>
<td>- Animal Farm</td>
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<td>- Common formative assessments</td>
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<td>- Beowulf</td>
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<td>- Comprehensive course assessment</td>
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<tr>
<td>- Macbeth</td>
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<td>- Researched-based common task</td>
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<td>- Nineteen Eighty-Four</td>
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</tbody>
</table>
**Guiding Questions**
- What is the context of this piece? Is the style appropriate?
- Is the word choice appropriate for the context?
- How can you vary your syntax for effect?
- What is the function of writing style guidelines (e.g., MLA)? What writing style guidelines will you use? How does it differ from other possible styles?
- What resources will you consult to ensure that your writing conforms to relevant guidelines?

**Essential Knowledge and Skills**
- Identify the context and the appropriate language choice
- Vary syntax for effect
- Know and consult reference materials (style manuals) for guidelines appropriate to the discipline
- Know and apply standard English grammar, punctuation, and capitalization
- Use a standard format for citing reference sources in a bibliography or citation page

**Academic Vocabulary**
- Bibliography
- Citation page/work cited
- Context
- Format
- MLA
- Style
- Style guideline
- Syntax

**TANDARDS**

<table>
<thead>
<tr>
<th>Standards/Benchmarks</th>
<th>Instructional Strategies</th>
<th>Resources</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Kingstown Public Schools</td>
<td>Cubing</td>
<td>Oedipus the King</td>
<td>Suggested Formative/Summative Assessments</td>
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<tr>
<td></td>
<td>Jig-sawing</td>
<td>The Odyssey</td>
<td>• Anecdotal records</td>
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<td></td>
<td>Pre/post assessments</td>
<td>Utopia and The Prince</td>
<td>• Conferencing</td>
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<td></td>
<td>Think/pair/share</td>
<td>Walden</td>
<td>• Exhibits</td>
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<td>Tiered assignments</td>
<td></td>
<td>• Interviews</td>
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<tr>
<td></td>
<td>Peer editing and conferencing</td>
<td></td>
<td>• Graphic organizers</td>
</tr>
</tbody>
</table>

**Address multiple intelligences**
Instructional strategies, e.g., visual, bodily kinesthetic, interpersonal

**Model the use of graphic organizers:**
- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

**Provide opportunities for the Common Core Learning Progress**

**Compelling Sentences**
- Students select two to three consecutive and compelling sentences from a written work they are studying in class.
- Students analyze the usage (diction, punctuation, grammar, etc.)
- Students craft similar sentences or change original sentences and discuss the effects of the changes Dean, Nancy. Discovering Voice: Lessons for Middle and High School. Gainesville: Maupin House Press, 2006. The author of this text offers lessons on teaching and improving style and voice within student writing in the secondary setting.

**Dean, Nancy. Voice Lessons:**

- Oedipus the King
- The Odyssey
- Utopia and The Prince
- Walden

**Supplementary Books, Teacher (T) Student (S)**

**Technology**
- Computers
- LCD projectors
- Interactive boards

**Websites**
- www.corestandards.org
- www.ride.ri.gov

**Materials**

- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

### Standards/Benchmarks

South Kingstown Public Schools

### Instructional Strategies


### Resources

- Voice Lessons is a text designed to offer strategies and reproducible activities for teaching voice and improving style in student writing. For strategies and techniques that can assist in teaching style and rhetoric, visit [http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric](http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric).

### Assessments

- Mid-term exam
- Final exam
- Common formative assessments
- Comprehensive course assessment
- Researched-based common task

### Guiding Questions

- How does context help you determine the meaning of an unfamiliar word?
- How does a word’s form help you determine its meaning and function?
- How does understanding Greek and Latin

### Academic Vocabulary

- Affix, prefix, suffix
- Context
- Inferred Meaning
- References (print, digital)

### Required Common Assessments

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g., Graphic organizing -
### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

Curriculum Writers: Michael Alper, Department Chair, Eileen Gannon, Susan Kimmerlein

<table>
<thead>
<tr>
<th>Standards/Benchmarks</th>
<th>South Kingstown Public Schools</th>
<th>Instructional Strategies</th>
<th>Resources</th>
<th>Assessments</th>
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</thead>
</table>
| affixes and roots help you determine the meaning of an unfamiliar word?  
• How can different reference materials help you with pronunciation, spelling, and meaning?  
• How can you verify the meaning of a word or phrase? | o dictionary  
o glossary  
o thesaurus  
• Root | o dictionary  
o glossary  
o thesaurus  
• Root | Literature/Informational  
Essential Knowledge and Skills  
• Use context clues to derive word meaning  
• Use knowledge of common Greek and Latin roots and affixes to derive word meaning  
• Use reference materials to determine word meanings  
• Use reference materials to determine correct pronunciation of words  
• Trace the etymology of words to aid comprehension  
• Verify word meaning | PARCC Evidence Grade 11  
• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence |  
  
  Weights  
  • www.corestandards.org  
  • www.ride.ri.gov  
  • PARCC  
  http://www.parcconline.org/  
  • PARCC  
  http://www.parcconline.org/paccc-content-frameworks  
  • PARCC  
  http://www.parcconline.org/sites/parcconline.org/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf |
| PARCC Evidence Grade 11  
• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence | (such as predilection in the sentence “This predilection for minding other people’s business was time-honored among the people of Salem, and it undoubtedly created many of the suspicions which were to feed the coming madness.” Arthur Miller’s The Crucible), students complete the following activity. Each student or group receives a different word. Before coming across the unfamiliar word in their reading, students should write the vocabulary word in the center of a note card.  
• In the upper left-hand corner, they take a guess at its definition.  
• In the upper-right hand corner, they write a definition of the word after reading it in context.  
• In the bottom left-hand corner, they write the correct definition of the word after looking it up.  
• Finally, in the bottom right-hand corner, they write other forms of the word using its root or suffix or prefix. | Websites  
• www.corestandards.org  
• www.ride.ri.gov  
• PARCC  
http://www.parcconline.org/  
• PARCC  
http://www.parcconline.org/paccc-content-frameworks  
• PARCC  
http://www.parcconline.org/sites/parcconline.org/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf |
| L.11-12.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (L.11-12.5a)  
b. Analyze nuances in the meaning of words with similar denotations. (L.11-12.5b) | Critical Thinking and Inquiry:  
Using the note cards discussed above, conduct a review by choosing one card out of those collected and reading the word. Have students attempt to define the word. This graphic organizer and the continued practice/review would lead to mastery of the group of words. Assign differentiated ability groups for filling out the note cards, grouping high and low students together. | Materials  
• Tests and quizzes  
• Technology  
• Think-alouds  
• Writing genres  
  o Arguments  
  o Informative  
  o Narrative |

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## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 11-12

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<tr>
<th>TANDARDS</th>
<th>Unit</th>
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<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
<td>Academic Vocabulary</td>
<td>PARCC Evidence</td>
<td>Literature/Informational</td>
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<tr>
<td>- How and why is figurative language used?</td>
<td>- Denotation</td>
<td>- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence</td>
<td>Literature/Informational</td>
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<tr>
<td>- How can similar words differ slightly in meaning?</td>
<td>- Connotation</td>
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<tr>
<td>- What is the difference between denotation and connotation?</td>
<td>- Nuance</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
<td>- Irony</td>
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<tr>
<td>- Understand and interpret figurative language (e.g., hyperbole, paradox).</td>
<td>- Figurative Language</td>
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<td>- Understand word relations to clarify meaning.</td>
<td>o analogy</td>
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<td>- Identify the explicit/direct meaning of a word (denotation).</td>
<td>o hyperbole</td>
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<td>- Infer the secondary meaning of a word (connotation).</td>
<td>o metaphor</td>
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<td><strong>PARCC Evidence Grade 11</strong></td>
<td>o simile</td>
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<tr>
<td>- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence</td>
<td>o paradox</td>
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<td>- Figurative Language</td>
<td>o personification</td>
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<td>o analogy</td>
<td>o euphemism</td>
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<td>o hyperbole</td>
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<td>o metaphor</td>
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<td>o oxymoron</td>
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<td><strong>Literature/Informational</strong></td>
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</table>

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Academic Vocabulary</th>
<th>Literature/Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What academic vocabulary supports your comprehension and helps express your knowledge of your topic?</td>
<td>- Academic vocabulary</td>
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</tr>
<tr>
<td>- What domain-specific vocabulary supports your comprehension and helps express your knowledge of your topic?</td>
<td>- Domain-specific vocabulary</td>
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<tr>
<td>- What strategies can you use to determine the meaning of an unfamiliar word or phrase?</td>
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<td>TANDARDS</td>
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<td>appropriate academic terms</td>
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<td></td>
<td></td>
<td>• Understand and use grade-appropriate domain-specific terms</td>
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<td>• Independently build vocabulary PARCC Evidence Grade 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) PARCC Evidence</td>
</tr>
</tbody>
</table>