

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1
South Kingstown School Department

TITLE OF UNIT: Unit 1: Literature of Myth and Magic

COURSE OR GRADE : 11

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In the 11th grade English/Language Arts program, students will develop an understanding of how literature reflects cultural values, through exploration of literary and informational texts, with special emphasis on cultural archetypes. To demonstrate their understanding, students will produce informative and narrative responses as well as participate in collaborative discussions. Throughout the year, the 11th grade program addresses the essential question: “How do literature and other forms of expression convey and shape a culture’s values?”

ESSENTIAL QUESTION
What is the connection between a culture’s values and its forms of expression?

Unit 1 focuses on literature (both literary and non-fiction texts) as vehicles for expressing ideas and values, and addresses the essential question: “What is the connection between a culture’s values and its forms of expression?” Throughout this unit, students examine literary and informational texts to determine the texts’ significant themes or central ideas, and to better understand how formal conventions and expectations can support the text’s purpose.

Students demonstrate their understanding of the cultural meaning of texts by constructively engaging in whole-class discussion and small-group activities, and by composing at least two essays analyzing the expression of cultural values in a text.

Thematically, the Heroes and Antiheroes course is structured in units focused on archetypal characteristics of the hero figure and their relevance to the modern world. The thematic focus of Unit 1 is the mythic nature of hero figures and the use of supernatural or superhuman features to express cultural ideals.

The Survey of Western Humanities course is structured in units that examine the historical development and continuity of humanistic values as expressed through literature from ancient through modern times. Unit 1 of this course examines the ancient Greek and Human eras, focusing particularly on the use of mythic and supernatural features to convey cultural values.

STANDARDS: Common Core ELA Standards

| Reading RL/R.I 1-10 Literature & Informational | Writing W– 1-10 | Speaking & Listening SL– 1-6 | Language L. 1-6 |
|--|---|--|---|
| <ul style="list-style-type: none"> ❖ Key Ideas and Details ❖ Craft and Structure ❖ Integration of Knowledge ❖ Range of Reading | <ul style="list-style-type: none"> ❖ Text Types and Purposes ❖ Production and Distribution ❖ Research to Build and Present Knowledge ❖ Range of Writing | <ul style="list-style-type: none"> ❖ Comprehension and Collaboration ❖ Presentation of Knowledge and Ideas | <ul style="list-style-type: none"> ❖ Knowledge of Language ❖ Vocabulary Acquisition Use |

FOCUS ELA STANDARDS: See curriculum

Reading Literary

- Strong and thorough textual evidence and inferences **RL-11-12.1**
- Two or more themes or central ideas and analyze, objective summary **RL-11-12.2**

Reading Informational

- Strong and thorough textual evidence and inferences **RL-11-12.1**
- Two or themes or central ideas and analyze, objective summary **RL-11-12.2**

Writing

- Informative **W-11-12.2**
- Evidence from literary and informational texts **W-11-12.9**

Speaking and Listening

- Collaborative discussion **SL-11-12.1**
- Adapt speech to a variety of contexts **SL-11-12.6**

Language

- Command of the conventions of English grammar **L-11-12.1**
- Command of standard English capitalization, punctuation, spelling **L-11-12.2**
 - Hyphenation conventions
 - spell correctly
- Function of language in different contexts **L-11-12.3**
 - Vary syntax for effect

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1
South Kingstown School Department

REINFORCING and RECURRING ELA STANDARDS: See curriculum

Reading Literary

- Read and comprehend literature independently (Lexile 1080-1305) **RI-11-12.10**

Reading Informational

- Seminal U.S. documents **RI-11-12.8**
- 17th, 18th, 19th Century foundational U.S. documents **RI-11-12.9**
- Read and comprehend literature independently (Lexile 1080-1305) **RI-11-12.10**

Writing

- Narrative **W-11-12.3**
- Clear and coherent writing **W-11-12.4**
- Strengthen writing/writing process **W-11-12.5**
- Write routinely on-demand and extended **W-11-12.10**

Speaking and Listening

- Present information, findings, and supporting evidence **SL-11-12.4**
- Strategic use of digital material **SL-11-12.5**

Language

- Meaning of unknown and multiple meaning words **L-11-12.4**
- Grade-appropriate academic and domain-specific words **L-11-12.6**

APPLIED LEARNING STANDARDS:

problem solving communication critical thinking research reflection/ evaluation

EXPECTATIONS FOR STUDENT LEARNING:

A1: All students will demonstrate critical thinking by

- employing effective research skills
 - (1.1) one research paper using MLA format
- using logic in problem solving
- acquiring & analyzing information
 - (1.4) one inquiry based project from any course

A2: All students will demonstrate effective communication skills by

- reading & writing critically for a variety of purposes
 - (2.10) maintaining an annotated list of top 10 favorite books from various genres. The list will include the date of reading, author, title and brief reflective summary. Students discuss one of these books at their exit interview.
 - choose 4 of the following (substitute one with NECAP score of 3 or 4)
 - (2.1) expository essay (2.2) response to literature
 - (2.3) narrative account (2.4) narrative procedure
 - (2.5) critique of public document or create a public document
 - (2.6) persuasive essay (2.7) reflective essay
- speaking & listening accurately in a variety of settings
 - (2.8) individual oral presentation
 - (2.9) choose one of the following
 - analysis of a public speaking performance

A3: All students will utilize technology effectively in research, communication and/or design.

- 4 different software applications from coursework demonstrating skills referenced in A3

ENDURING UNDERSTANDINGS:

- Literature reflects cultural values
- Literary expressions can take various forms
- Each of these forms conveys a portrait of culture in a characteristic way (e.g. lyric poetry, epic, tragedy, dialogue, allegory, fable, myth)
- Literature and art of the past continue to have relevance in the present.

PRIOR KNOWLEDGE:



ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1
South Kingstown School Department

SUGGESTED WORKS:

LITERARY TEXTS

FICTION

- *The Odyssey*
- Greek myths
- Creation myths
- *Aesop's Fables*
- *The Aeneid Book 6*
- *Metamorphoses* (excerpts)
- *Harry Potter* novels (excerpts)

POETRY

- "Ulysses" (Tennyson)
- "Ithaka" (Cavafy)
- Sappho

DRAMA

- *Oedipus the King*

OTHER

- "The Allegory of the Cave"
- "Crito"

INFORMATIONAL TEXT

NONFICTION

- Readings on pop culture heroes, sports heroes (e.g., "Hub Fans Bid Kid Adieu"), and superheroes
- Readings on Greek and Roman arts

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- Pericles's Funeral Oration

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|----------------------------|------------------------------------|--|
| 1. Class discussion | 7. Informative writing | 13. Non-linguistic representations | 17. Technology |
| 2. Collaboration | 8. Journals | 14. Note taking and summarizing | 18. Vocabulary |
| 3. Conferencing | 9. KWL charts | 15. Oral presentation | 19. Writer's notebook |
| 4. Dramatization/role playing | 10. Literature response | 16. Research project | 20. Word Study |
| 5. Grammar and usage | 11. Media appreciation | | 21. Writing genres (Information, Narrative). |
| 6. Graphic organizers | 12. Multi-media/technology | | |

- ❖ Common formative assessments
- ❖ Informative and narrative writing
- ❖ Tests and quizzes

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- Lost Civilization Series video
- Art and Architecture slides
- Music samples

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

Focus Standards for this unit are indicated in red.

Reinforcing and Recurring Standards for this unit are indicated in blue.

READING

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.

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 a determination of where the text leaves matters uncertain. (3) PARCC Evidence

RL-11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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
- 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
- Provides an objective summary of a text. (3) PARCC Evidence

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 grades 11–CCR text complexity band (Lexile rates 1215–1355) independently and proficiently.

Essential Knowledge and Skills

- Monitor one's comprehension
- Monitor one's fluency
- Apply strategies to approach a complex text

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.

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 textual evidence with a determination of where the text leaves matters uncertain. (3) PARCC Evidence

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.

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 central ideas of a text. (1) PARCC Evidence

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

- Provides 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**
- Provides an objective summary of a text. (3) **PARCC Evidence**
- 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**

RI–11-12.8 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).

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)

PARCC Evidence Grade 11

- 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)
- 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) **PARCC Evidence**

RI–11-12.9 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.

Essential Knowledge and Skills

- Identify and understand foundational U.S. documents
- 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**

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.

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

WRITING

W–11-12.2 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.

- 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.
- 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.
- 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.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

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
- 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:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ 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 cohesion¹ 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 discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. **PARCC Evidence**
- **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

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 point (s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use **narrative** techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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)

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).

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)

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

W-11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12)

Essential Knowledge and Skills

- Understand the specific purpose for writing.
- Understand and address the specific audience.
- Organize thoughts and/or information prior to writing.
- Implement the writing process by: planning, revising, editing, and rewriting.
- Provide and utilize peer and teacher feedback.
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Write a strong conclusion that supports ideas presented in the writing.

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-11-12.9 Draw evidence from **literary or informational texts** to support analysis, reflection, and research.

- Apply grades 11-12 *Reading standards* to literature
- Apply grades 11-12 *Reading standards* to literary nonfiction

Essential Knowledge and Skills

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

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-11-12.10 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.

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)

SPEAKING AND LISTENING

SL-11-12.1 Initiate and participate effectively in a range of collaborative discussions (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.

- 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.
- 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.
- 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.
- 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.

Essential Knowledge and Skills

- Prepare for discussion by reading and researching topic
- Make reference to the evidence discovered during reading and researching
- During group discussions, come to consensus, make decisions, set goals and define individual roles
- Pose questions designed to move the discussion forward
- Include everyone in the discussion and build on their ideas as well as challenging them
- Consider & respond to diverse perspectives

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

- Justify your views and make new connections, if necessary, when presented with new evidence
- Evaluate the responses and determine if additional information is needed.

SL-11-12.4 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 or formal and informal tasks.

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

SL-11-12.5 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.

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

SL-11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Knowledge and Skills

- Identify context or situation
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciation, volume and rate.)
- Understand task (i.e.; persuade, to explain, to describe, or to entertain)

LANGUAGE

L-11-12.1 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.
- 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.

Essential Knowledge and Skills

- Demonstrate a command of English grammar and diction
- Understand the difference between formal and informal register
- Use reference materials to resolve usage questions
- Understand that accepted usage changes over time

L-11-12.2 Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling** when writing.

- a. Observe hyphenation conventions
- b. Spell correctly

Essential Knowledge and Skills

- Understand and correctly use standard English conventions
- Correctly use punctuation to indicate sentence structure
- Correctly use colons, semicolons, and hyphens
- Understand and correctly use/punctuate multiple independent clauses
- Identify and use conjunctive adverbs (e.g., *therefore*, *however*, *nevertheless*, *for example*)
- Know standard English spelling conventions

L.11-12.3 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.

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

L-11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

- c. Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the **preliminary determination of the meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary).

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**

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.

Essential Knowledge and Skills

- Understand and use general grade-appropriate academic terms
- Understand and use grade-appropriate domain-specific terms
- Independently build vocabulary

PARCC Evidence Grade 11

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) **PARCC Evidence**

ACADEMIC VOCABULARY:

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.

- | | | | |
|-------------|------------|-------------|--------------------|
| • Ambiguous | • Cite | • Explicit | • Textual evidence |
| • Analysis | • Conclude | • Inference | • Thorough |

RL-11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- | | | | |
|-----------------|---------------|-------------|----------------------|
| • Analyze | • Development | • Objective | • Theme/Central Idea |
| • Cite evidence | • Emerge | • Refine | |
| • Determine | • Interact | • Summarize | |

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 grades 11–CCR text complexity band (Lexile rates 1215–1355) independently and proficiently.

- | | | | |
|--------------|---------------|------------------------|-------------------|
| • Comprehend | • Genre | • Proficient/competent | • Text complexity |
| • Fluency | • Independent | • Scaffolding | |

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.

- | | | | |
|-------------|------------|-------------|--------------------|
| • Ambiguous | • Cite | • Explicit | • Textual evidence |
| • Analysis | • Conclude | • Inference | • Thorough |

RI-11-12.8 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).

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

RI-11-12.9 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.

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|------------|----------------|----------------|----------|
| • Address | • Connection | • Related | • Themes |
| • Analyze | • Foundational | • Seminal | |
| • Concepts | • Historical | • Significance | |

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.

ELA COMMON CORE CURRICULUM GRADE 11, UNIT #1

South Kingstown School Department

- Comprehend
- Fiction

- Fluency
- Genre

- Independent
- Nonfiction

- Proficient/Competent
- Text Complexity

WRITING

W-11-12.2 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.

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Analysis • Analogy • Analogy • Cohesion • Conclusion • Conventions/norms • Convey | <ul style="list-style-type: none"> • Definition • Domain-specific • Figurative language • Formal Style • Formatting (headings, charts, tables, graphs) • Informative • Introduction/lead | <ul style="list-style-type: none"> • Metaphor • Organization • Relevant • Selection • Significance • Simile • Sufficient | <ul style="list-style-type: none"> • Support • Syntax • Thesis Statement • Thorough • Topic • Transitions |
|---|---|---|---|

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.

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| <ul style="list-style-type: none"> • Characters • Climax • Conclusion • Conflict • Detail • Dialogue • Engage | <ul style="list-style-type: none"> • Exposition • Flashback • Foreshadowing • Narrator • Organizational pattern • Orient | <ul style="list-style-type: none"> • Pacing • Plot • Point of view • Protagonist/antagonist • Reflection • Resolution | <ul style="list-style-type: none"> • Rising/falling action • Sensory language • Sequence • Setting • Tone • Transition |
|--|--|---|--|

W-11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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|---|--|--|---|
| <ul style="list-style-type: none"> • Audience • Details • Evidence | <ul style="list-style-type: none"> • Information • Organizational • Purpose | <ul style="list-style-type: none"> • Purpose For Writing • Sensory Details • Task | <ul style="list-style-type: none"> • Transitions |
|---|--|--|---|

W-11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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|---|--|--|---|
| <ul style="list-style-type: none"> • Argument • Develop | <ul style="list-style-type: none"> • Edit • Evidence/proof | <ul style="list-style-type: none"> • Information • Purpose | <ul style="list-style-type: none"> • Revise • Topic |
|---|--|--|---|

W-11-12.9 Draw evidence from **literary or informational texts** to support analysis, reflection, and research.

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|--|---|---|--|
| <p>a. Apply grades 11-12 <i>Reading standards</i> to literature</p> <p>b. Apply grades 11-12 <i>Reading standards</i> to literary nonfiction</p> <ul style="list-style-type: none"> • Analysis • Claim • Evidence | <ul style="list-style-type: none"> • Objective • Position • Reflection | <ul style="list-style-type: none"> • Relevant • Sufficient • Support | <ul style="list-style-type: none"> • Valid/validity |
|--|---|---|--|

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.

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

SPEAKING AND LISTENING

SL-11-12.1 Initiate and participate effectively in a range of collaborative discussions (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.

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|--|---|--|---|
| <ul style="list-style-type: none"> • Clarify • Collaborate • Collegial • Consensus | <ul style="list-style-type: none"> • Diverse • Incorporate • Peers/Companions • Perspective | <ul style="list-style-type: none"> • Preparation • Propel • Stimulate • Thoughtful | <ul style="list-style-type: none"> • Verify • Well-Reasoned |
|--|---|--|---|

SL-11-12.4 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.

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|---|---|---|
| <ul style="list-style-type: none"> • Alternative perspective • Convey | <ul style="list-style-type: none"> • Formal and informal tasks • Opposing perspective | <ul style="list-style-type: none"> • Perspective |
|---|---|---|

SL-11-12.5 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.

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- Audio Element
- Digital Media
- Enhance

- Graphical Element
- Interactive Element
- Strategic

- Textual Element
- Visual Element

SL-11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- | | | |
|---------------|--------------|-------------|
| • Audience | • Presenting | • Situation |
| • Context | • Purpose | • Task |
| • Enunciation | • Rate | • Volume |

LANGUAGE

L-11-12.1 Demonstrate command of the **conventions of standard English grammar** and usage when writing or speaking.

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|--------------------|------------------------|---------------------------|------------------------|
| • Adjective clause | • Gerund | • Main (principal) clause | • Prepositional phrase |
| • Adverbial clause | • Grammar | • Parallelism | • Reference materials |
| • Appositive | • Grammatical patterns | • Participial | • Standard English |
| • Clauses | • Infinitive | • Phrases | • Subordinate clause |
| • Conventions | | | • Usage |

L-11-12.2 Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling** when writing.

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|------------------|----------------------|---------------------------|----------------------|
| • Appositive | • Comma | • Independent clause | • Quotation mark |
| • Articles | • Conjunction | • Italics | • Semicolon |
| • Capitalization | • Conjunctive adverb | • Main (principal) clause | • Subordinate clause |
| • Clause | • Dash | • Phrase | • Titles |
| • Colon | • Hyphens | | |

L-11-12.3 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

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|-----------------------------|-----------|-------------------|
| • Bibliography | • Context | • Style |
| • Citation page/works cited | • Format | • Style guideline |
| | • MLA | • Syntax |

L-11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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|-------------------------|-------------------------------|
| • Affix, prefix, suffix | • References (print, digital) |
| • Context | ○ dictionary |
| • Inferred Meaning | ○ glossary |
| | ○ thesaurus |
| | • Root |

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.

- Academic vocabulary
- Domain-specific vocabulary

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South Kingstown School Department

LESSON PLAN for UNIT _____

LESSONS

- ❖ Lesson # 1 Summary:

 - ❖ Lesson #2 Summary:

 - ❖ Lesson #3 Summary:
-

OBJECTIVES for LESSON # _____

- ❖ **Materials/Resources:**

- ❖ **Procedures:**
 - Lead –in

 - Step by step

 - Closure

- ❖ **Instructional strategies:** see curriculum introduction [Curriculum ELA grade .docx](#)

- ❖ **Assessments:** see curriculum introduction [Curriculum ELA grade .docx](#)
 - **Formative**

 - **Summative**