

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 4 Argument / Author’s Purpose (nonfiction)</p> <p style="text-align: center;">25 Days</p>	<p>Overarching learning goals:</p> <ul style="list-style-type: none"> - I can identify text features and structures in informational texts - I can identify the main idea and summarize texts - I can paraphrase, summarize, and quote information - I can cite evidence to support a claim and counterclaim <p>Overarching language goals:</p> <ul style="list-style-type: none"> - I can read closely for understanding and purpose with fluency and comprehension. - I can speak and listen with peers in small groups to discuss a prompt. 	<p>p. 78 – “Equiano”</p> <p>p. 427 – “The Masque of the Red Death”</p> <p>p. 562 – “Gettysburg Address”</p> <p>p. 566 – “Emancipation Proclamation”</p> <p>p. 858 – “How it feels to be colored me”</p> <p>p. 1116 – “Why Soldiers Won’t Talk”</p> <p>p. 1119 – “The Death of Ball Turner Gunner”</p> <p>Pieces from Unit 3:</p> <p>p. 118 – “Sinners in the Hands of an Angry God”</p> <p>p. 360 – “Self Reliance”</p> <p>p. 370 – “Walden” (excerpts)</p> <p>p. 382 – “On Civil Disobedience”</p> <p>p. 392 – “On Civil Disobedience” from an Indian perspective</p> <p>p. 394 – “From Women in the 19th century”</p> <p>p. 402 – “The Fall of House of Usher”</p> <p>p. 452 – “Moby Dick” (excerpts)</p> <p>p. 454 – “The Scarlet Letter” (excerpts)</p> <p>p. 578 – “The Red Badge of Courage”</p> <p>p. 1154 – “Letter from Birmingham Jail”</p> <p>Optional Texts:</p> <ul style="list-style-type: none"> - <i>To Kill a Mockingbird</i> - Presidential Addresses - Supreme Court Documents - Photographs from livingroomcandidate.com
<p style="text-align: center;">PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- Roots, prefixes, and suffixes to determine word meaning; reference materials; analogies; connotative and denotative meaning; context clues. - 2.1.a Literal Understanding- identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose - 2.1.b Literal Understanding- select and explain specific devices an author uses to accomplish purpose - 2.1.c Literal Understanding- use study strategies such as note taking, outlining, and using study guide questions to better understand texts. - 2.1.d Literal Understanding- construct images such as graphic organizers based on text descriptions and text structures - 2.3.c Summary and Generalization- summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures - 2.4.b Analysis and Evaluation- analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes - 2.4.c Analysis and Evaluation- examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text - 2.4.d Analysis and Evaluation- analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings 	

	<ul style="list-style-type: none"> - 3.1 Literary Genres- demonstrate knowledge of and an appreciation for various forms of literature. - 3.2.b Literary Elements- analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both - 4.1.b Accessing Information- skim text for an overall impression and scan text for particular information - 4.1.c Accessing Information- use organizational strategies as an aid to comprehend increasingly difficult content material - 4.2.a Interpreting Information- summarize, paraphrase, and/or quote relevant information - 4.2.b Interpreting Information- determine the author’s viewpoint to evaluate source credibility and reliability - 4.2.c Interpreting Information- synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies - 3.2.c Mechanics and Spelling- demonstrate correct use of punctuation in research - 3.1.g Standard Usage- identify and use correct pronoun/antecedent agreement and clear pronoun reference - 3.1.h Standard Usage- identify and use correct forms of positive, comparative, and superlative adjectives - 3.3.b Sentence Structure- correct dangling and misplaced modifiers <p>In Units 3 and 4:</p> <ul style="list-style-type: none"> - Writing 2.3- Compose persuasive compositions that: <ul style="list-style-type: none"> a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion b. use exposition, narration, description, and argumentation to support the main argument. c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal. d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. e. effectively address reader’s concerns, counterclaims, and individual or group biases. 	
<p>PASS Plus</p>	<p>RI 11.4 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</p> <p>RI.11.5 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</p> <p>RI.11.6 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</p> <p>RI. 11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</p>	
<p style="text-align: center;">Possible Learning Activities</p> <p>Analysis of photographs in comparison to texts, DIDLS, SOAPStone, TPCASTT, Say/Means/Matters</p> <p>Instructional Strategy Cards: <i>(see Gear Up Link to ELA Main Page)</i></p> <ul style="list-style-type: none"> - CER - 4 Corners - Strike Out - Why-Lighting - Commit and Toss - 4-2-1 - I used to think, but now I know - KWL 	<p style="text-align: center;">Possible Assessments</p> <p>Quick Writes, Exit Tickets, Argument Composition, Argument Project, Chain Notes, CER Paragraph, etc.</p>	<p style="text-align: center;">Essential Questions</p> <p>How can certain pieces of writing affect change?</p>

11th Grade – English Language Arts (ELA)



Academic Vocabulary/Concepts	Proficiency Scales	
Conflict, irony, tone, mood, author's purpose, theme, author's style, allegory, symbolism, parallel structure, summary, main idea, argument structure, argument features, persuasion		