

ELA 11 Quarter 1 Priority Standards and Skills

| Standards | Skills | Notes |
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| <p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.8 RL.10</p> <p>RI.1 RI.2 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10</p> <p>Writing W.1 W.2.a-f W.3 W.4 W.5 W.7 W.9 W.10</p> <p>Language L.1a-c L.2 L.3a L.4a-c L.5b L.6</p> <p>Speaking and Listening SL.1a-d SL.2 SL.3 SL.4 SL.5 SL.6</p> | <ul style="list-style-type: none"> ● Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. RI.10 ● Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8 ● Expand Knowledge and use of academic and concept vocabulary. RI.4 ● Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.1, W.2.a-f, W.4, W.5, W.10 ● Write an informative essay that has a clear structure and that draws evidence from texts and original research. ● Conduct research projects of various lengths to explore a topic and clarify meaning W.7 ● Note differences in language style over time and in various contexts. L.1.a ● Use appropriate and varied sentence structures to create cohesion and clarify relationships L.1 ● Establish a writing “voice.” L.1 ● Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. L.2 ● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 ● Integrate audio, visuals, and text in presentations SL.5 ● Write and deliver a speech SL.4 ● Evaluate delivery of speech | <p>Terms to Know:</p> <ul style="list-style-type: none"> ● Syntax ● Appeals to emotion ● Appeals to logic ● Appeals to authority ● Rhetorical devices ● Rhetoric ● Fallacy ● Claim ● Counterclaims ● Unalienable ● Latin root -rect- ● Petition ● Redress ● Allusion ● Despotism ● Prejudice ● Bias ● Paradox ● Concession ● Tone ● Propaganda ● Symbolism ● Point of View ● Diction ● Primary and Secondary Sources ● Antithesis ● Audience ● Purpose ● Colloquial, Conversational, Formal Language ● Independent and dependent clauses <p>Possible Materials/Resources:</p> <ul style="list-style-type: none"> ● Declaration of Independence ● Preamble to the Constitution ● Bill of Rights ● Speech in the Convention by Benjamin Franklin |

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| | | <ul style="list-style-type: none"> ● Excerpt(s) from <i>America's Constitution: A Biography</i> by Akhil Reed Amar ● (Graphic Novel) <i>The United States Constitution: A Graphic Adaptation</i> by Jonathan Hennessey and Aaron McConnell ● Excerpt(s) from <i>The Interesting Narrative of Life by Olaudah Equiano</i> by Olaudah Equiano ● Letter to John Adams by Abigail Adams ● Gettysburg Address by Abraham Lincoln ● Excerpts from The Iroquois Constitution by Dekanawidah ● Excerpts from Democracy is Not a Spectator Sport by Arthur Blaustein with Helen Matatov ● Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall ● Video: Civil Rights Marches ● Excerpt(s) from <i>What to the Slave is the Fourth of July?</i> by Frederick Douglass ● Second Inaugural Address by Abraham Lincoln ● The Zigzag Road to Rights ● Ain't I a Woman? by Sojourner Truth ● Declaration of Sentiments by Elizabeth Cady Stanton ● (Podcast) Giving Women the Vote by Sandra Sleight-Btennan ● <i>Brown v. Board of Education: Opinion of the Court</i> by Earl Warren ● Was <i>Brown v. Board</i> a Failure? by Sarah Garland |
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ELA 11 Quarter 2 Priority Standards and Skills

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| <p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.8 RL.9 RL.10</p> <p>Writing W.2a-f W.3a-e W.4 W.5 W.7 W.6 W.9</p> <p>Speaking and Listening SL.1 SL.4 SL.5</p> <p>Language L.1a-b L.2a-b L.3a L.4c L.5a-b L.6</p> | <ul style="list-style-type: none"> ● identify elements of transcendentalism ● identify and analyze blank verse ● identify and examine stanza, rhyme scheme, and meter ● analyze elements used to create mood ● interpret symbol and allegory ● identify and analyze satire and unity of effect ● articulate the influence of American Romanticism on the literature of the period ● cite textual evidence in support of literary analysis ● Write explanatory texts to examine and convey complex ideas ● Write a personal narrative that establishes a clear point of view and used narrative techniques to describe a personal experience W.3 ● Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8 ● Expand Knowledge and use of academic and concept vocabulary ● Conduct research projects of various lengths to explore a | <p>Terms to Know:</p> <ul style="list-style-type: none"> ● Romanticism ● Transcendentalism ● blank verse ● stanza ● rhyme scheme ● meter ● mood ● symbol ● allegory ● satire ● MLA format ● Parenthetical citations ● historical and cultural influence(s) on literature ● setting ● Individualism ● Personal Narrative ● Theme ● Free Verse ● Anaphora ● Paradox ● Slant rhyme ● End rhyme ● Dramatic Monologue ● Point of View ● Internal Dialogue ● Allusion ● Hyperbole <p>Suggested Materials:</p> <ul style="list-style-type: none"> ● The Devil and Tom Walker ● Nature ● Self-Reliance ● Walden ● The Raven ● Thanatopsis ● The Love Song of J. Alfred Prufrock ● A Wagner Matinee ● The Fall of the House of Usher ● The Pit and the |

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| | <p>topic and clarify meaning. W.7</p> <ul style="list-style-type: none"> • Make effective style choices regarding diction and sentence variety. • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and presentations SL.5 | <p>Pendulum</p> <ul style="list-style-type: none"> • The Minister's Black Veil • The Black Cat • Annabel Lee • The Poetry of Emily Dickinson • The Writing of Walt Whitman • Excerpt(s) from Up from Slavery • Sweet Land of . . . Conformity by Claude Fisher • Reckless Genius by Galway Kinnell • Young Goodman Brown by Nathaniel Hawthorne • |
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ELA 11 Quarter 3 Priority Standards and Skills

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| <p>Reading</p> <p>RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.10</p> <p>RI.1 RI.2 RI.3 RI.4 RI.6 RI.7 RI.10</p> <p>Writing</p> <p>W.1 W.2a-f W.5 W.9 W.10</p> <p>Speaking and Listening</p> <p>SL.1a-d SL.3</p> | <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. RL.10, RI.10 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write an explanatory text that develops a topic thoroughly and includes evidence from research. W.2, W.7, W.8 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Make effective style choices, including those regarding sentence variety, figurative language, and diction. L.3, L.5 • Correctly use dashes and hyphens. L.2.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 | <p>Terms to Know:</p> <ul style="list-style-type: none"> • tone • theme • diction • voice • mood • irony • imagery • character traits • indirect and direct characterization • character motives • explicit and implicit main ideas • ambiguity • author's purpose and style • Modernism • Regionalism • Realism • MLA format • allusion • paradox • personification • credible evidence • bias • parenthetical citations • prose • social commentary • anecdote • syntax |

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| <p>SL.4 SL.5 SL.6</p> <p>Language L.1a,c L.2 L.3 L.4b,c,d L.5a-b L.6</p> | <ul style="list-style-type: none"> Integrate audio, visuals, and text in presentations SL.5 | <ul style="list-style-type: none"> dashes hyphens central ideas overstatement idiom social context dialect <p>Suggested Materials:</p> <ul style="list-style-type: none"> Faulkner, William. "A Rose for Emily." Frost, Robert. "The Death of the Hired Man" Frost, Robert. From a New York Times interview in 1917: "I must have the pulse beat of rhythm..." Hughes, Langston. "The Weary Blues" and/or "Harlem" Pound, Ezra. "The River-Merchant's Wife: A Letter" Williams, William Carlos. "The Red Wheelbarrow," "The Great Figure," "This Is Just to Say" Faulkner, William. "Nobel Prize Acceptance Speech, 1950" Quiroga, Horacio (translated by Margaret Sayers Peden). "The Feather Pillow" Hughes, Langston. "The Negro Speaks of Rivers." Clifton, Lucille. "The Mississippi River Empties into the Gulf" Chopin, Kate. "The Story of an Hour" Twain, Mark. "The Celebrated Jumping Frog of Calaveras" |
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| | | <p>County"</p> <ul style="list-style-type: none"> ● "A Pair of Silk Stockings" ● "Richard Cory" ● Jackson, Robert H. "The Arrogance and Cruelty of Power" from <i>Speech at the Nuremberg Trials, November 21, 1945</i>. ● Wright, Richard. From <i>Black Boy. (excerpts)</i> ● Cisneros, Sandra. "Straw into Gold: The Metamorphosis of the Everyday" ● Hersey, John. "A Noiseless Flash" from <i>Hiroshima</i> ● Whitehead, John. "The Biggest Battle of All History" from <i>The Greatest Generation Speaks</i> by Tom Brokaw ● Bourke-White, Margaret. From <i>April in Germany</i> ● <i>Incredibly Close and Extremely Loud</i> ● Why Soldiers Won't Talk (Essay)/The Death of the Ball Turret Gunner (Poem) ● Adam (Short Story) and Themes Across Cultures ● Ambush (Short Story) ● Mother Tongue (Essay) ● from <i>In Search of Our Mothers' Gardens</i> (Essay) ● <i>Life for My Child Is Simple/Primer for Blacks</i> (Poetry) ● <i>Adolescence—III/Testimonial</i> (Poetry) ● <i>Forgetfulness/The Man in the Moon</i> (Poetry) ● from <i>Life on the Mississippi</i> by Mark Twain ● "The Notorious Jumping Frog of Calaveras County" by Mark Twain ● A Literature of Place by Barry Lopez ● from <i>Dust Tracks on a Road</i> by Zora Neale |
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| | | <p>Hurston</p> <ul style="list-style-type: none"> • excerpt(s) from The Way to Rainy Mountain by N. Scott Momaday <p>Extended Work: Fitzgerald, F. Scott. <i>The Great Gatsby</i> Hurston, Zora Neale. <i>Their Eyes Were Watching God</i> Steinbeck, John. <i>Of Mice and Men</i> Hansberry, Lorraine. <i>A Raisin in the Sun</i> O'Brien, Tim. <i>The Things They Carried</i>.</p> |
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ELA 11 Quarter 4 Priority Standards and Skills

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| <p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.7 RL.10</p> <p>RI.1 RI.3 RI.6 RI.7</p> <p>Speaking and Listening SL.1a, c SL.3 SL.4a, b SL.5 SL.6</p> <p>Language L.1a L.2 L.3</p> | <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about fear. RL.10, RI.10 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning.W.8,W.7 • Correctly use pronouns to add variety to your writing and presentations. L.1 • Use irony to add a level of meaning to your writing and presentations. L.5.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 | <p>Terms to Know:</p> <ul style="list-style-type: none"> • nominative case • objective case • possessive case • first-person pronouns • second-person pronouns • third-person pronouns • internal and external conflict • plot • protagonist • antagonist • dramatic irony • verbal irony • literary devices • connotation • denotation • theme • setting • dialogue • annotate • stage directions • aside • pronouns • antecedents • flashback |

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| <p>L.4a-d L.5a,b L.6</p> <p>Writing W.1a-e W.2 W.4 W.5 W.7 W.8 W.9a,b W.10</p> | | <ul style="list-style-type: none"> • foreshadowing <p>Suggested Materials:</p> <ul style="list-style-type: none"> • The Crucible by Arthur Miller • excerpt(s) from Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston • Antojos by Julia Alvarez • What You Don't Know Can Kill You by Jason Daley • Runagate Runagate by Robert Hayden • Bears at Raspberry Time by Hayden Carruth |
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