

ENGLISH 11

Description

This course emphasizes the developing of individual interpretations of sophisticated literary texts in increasingly autonomous ways, as students begin the year by forming their own evaluative questions and explore those questions in collaboration with others. Since, based on their reading, students are proficient with thesis-based writing, the focus on expository writing is on each student to write exploratory essay, narrative of thought essay, and metacognitive analysis of their choices as writers. In the second half of the year, students will write literary analysis, based on their own evaluative questions and exploration of ideas. Since students are highly skilled readers and writers, the course moves at an accelerated pace.

Course Overview

Course Goals

Students should:

- become increasingly responsible for their own learning.
- create their own self-directed questions about texts.
- participate in a developmental sequence of writing assignments in narrative, analytical and inventive voices in order to interpret texts and their own experiences.
- collaborate in order to extend, challenge and broaden their thinking.
- become active readers by making connections, making inferences, noting confusions and surprises, and revising initial ideas about a text.
- explore figurative language, metaphorical thinking, and philosophical meaning.
- understand the difference between literal and figurative language.
- consider multiple perspectives while reading.
- demonstrate inductive, deductive, and narrative thinking in their expository writing.
- develop a strong personal voice in their

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

writing.		
<p>Content Outline</p> <p>I. Unit 1 - Introduction—Collaboration and Interpretation</p> <p>II. Unit 2 - Connecting through Inquiry - Using Personal Experience to Answer a Question Raised by the Text</p> <p>III. Unit 3 - Narrative of Thought During Inquiry - Narrating How You, as a Writer, Came to Interpret the Text By Focusing on a Specific Question</p> <p>IV. Unit 4 - Finding Voice Through Perspective</p> <p>V. Unit 5 - Close Reading and Inquiry— Focusing Specifically on the Text</p> <p>VI. Unit 6 - Quote Analysis and Inquiry</p> <p>VII. Unit 7 - Inquiry-based Research</p> <p>VIII. Unit 8 - Exploring Writer’s Craft Through Literary Devices</p>	<p>Standards</p> <p>State of Connecticut English Language Arts Curriculum Frameworks</p> <p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	<p>Grade Level Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> •

Pacing Guide

Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8			
<u>Introduction— Collaboration and Interpretation</u>	<u>Connecting through Inquiry - Using Personal Experience to Answer a Question Raised by the Text</u>	<u>Narrative of Thought During Inquiry - Narrating How You, as a Writer, Came to Interpret the Text By Focusing on a Specific Question</u>	<u>Finding Voice Through Perspective</u>	<u>Close Reading and Inquiry— Focusing Specifically on the Text</u>	<u>Quote Analysis and Inquiry</u>	<u>Inquiry-based Research</u>	<u>Exploring Writer’s Craft Through Literary Devices</u>			
2 weeks	4 weeks	4-5 weeks	5 weeks	5 weeks	4 weeks	5-6 weeks	3 weeks			

Unit 1: Introduction—Collaboration and Interpretation, 2 weeks [top](#)

Standards

Reading and Responding

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.

Unit Objectives

Students will be able to:

- establish guidelines for discussion and seminar.
- demonstrate analytical thinking about self-identity.
- engage in classroom dialogue.
- extend and broaden their thinking through collaboration.
- formulate and communicate personal responses to literary texts.
- analyze how an author expresses who he/she is in writing.
- articulate a self-definition in writing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?

Focus Questions

- How do personal experiences shape identity?
- How does collaboration extend, challenge, and broaden one’s thinking?
- How do I express who I am and what I think in writing?
- How do authors convey purpose and meaning in literature?

Assessments

- Self-portrait
- Metacognitive reflection, demonstrating deductive and narrative thinking

Lesson Planning Resources

Suggested Materials/Resources

Skill Objective

Students will:

- revise sentence run-ons and fragments.

Technology Resources

Differentiated Instruction

Enrichment/ELL

Unit 2: Connecting through Inquiry - Using Personal Experience to Answer a Question Raised by the Text, 4 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- generate and respond to questions.
- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- examine how relationships with other people affect who they are.
- make connections between their own lives and literary themes.
- formulate different types of questions: plot questions, interpretive questions, and evaluative questions.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does literature contribute to an understanding of ourselves and others?

Assessment

- Exploratory essay, demonstrating inductive thinking

<ul style="list-style-type: none"> • note confusions and explain surprises in texts. • make connections to other texts. • collaborate to formulate and respond to questions. • explore an idea, using personal experience and a literary text. • communicate initial responses to literature to others. 	<ul style="list-style-type: none"> • How does collaboration extend, deepen, and broaden our thinking? 	
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • create marginal notes. • punctuate titles of texts (novels, poems, short stories, periodicals, plays, movies, songs) correctly.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Narrative of Thought During Inquiry - Narrating How You, as a Writer, Came to Interpret the Text By Focusing on a Specific Question, 4-5 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- generate and respond to questions.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- create multiple evaluative questions about a text.
- acknowledge multiple perspectives about a text.
- infer how specific places and scenes in a text influence interpretation.
- assess how their questions are influenced

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do our experiences as readers shape meaning in a text?

Assessment

- Narrative of thought essay, demonstrating narrative and deductive thinking, which incorporates their own response work and their notes from collaboration

<p>and strengthened through class discussion and collaboration.</p> <ul style="list-style-type: none"> • use narrative writing to interpret a text. • collaborate to formulate and respond to questions. • gain new understanding, see new perspectives, and expand questions by rereading. • interpret unfamiliar passages in a text through collaboration (Think Alouds). • create their own individual “story” of reading a text. 	<ul style="list-style-type: none"> • How does collaboration extend, challenge, and broaden our ideas? • How does literature contribute to an understanding of ourselves and others? 	
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • use verb tense consistently and correctly.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 4 - Finding Voice Through Perspective, 5 weeks [top](#)

Standards

Reading and Responding

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

- draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- make and justify inferences from explicit and or implicit information.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.
- research information from multiple sources for a specific purpose.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- question characters' motivations.
- make inferences about characters.
- compare and contrast characters, conflicts, and events in the text.
- compare literary texts to visual art.
- recognize and describe patterns and relationships in the text.
- select appropriate voice for different texts they write.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Question

- How do authors convey purpose and meaning in literature?

Assessments

Two part assignment: creative element and explanatory element.

- Original creative writing of a scene, a sequel, or prequel from a literary character's point of view
- Metacognitive analysis, demonstrating narrative and deductive thinking, which explains the choices that they made in their creative writing

<ul style="list-style-type: none"> • use creative writing to interpret a text by adopting the point-of-view of a character. • articulate in writing the choices they make in their own creative writing. • use the literary text to explain their creative writing. 		
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objective</u> Students will: <ul style="list-style-type: none"> • demonstrate correct subject/verb agreement.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 5 - Close Reading and Inquiry—Focusing Specifically on the Text, 5 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- generate and respond to questions.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- incorporate quotes effectively in analytical writing.
- demonstrate deductive thinking to prove a thesis.
- use evidence from a text to support an interpretation.
- acknowledge multiple perspectives about a text.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do authors convey purpose and meaning in literature?
- How does collaboration extend, challenge, and

Assessments

- Literary analysis, based on their own individual evaluative question, which demonstrates deductive thinking

<ul style="list-style-type: none"> • identify patterns in texts. • analyze connotations and denotations of words. • develop their initial questions into multi-layered questions. 	<p>broaden one's ideas?</p> <ul style="list-style-type: none"> • How do the choices that characters make shape their identities? 	
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate correct pronoun agreement (number) and pronoun case.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 6 – Quote Analysis and Inquiry, 4 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- make, support and defend judgments about texts.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- identify and analyze key lines in order to recognize underlying themes.
- explain significance of key lines as they reveal character or relate to a particular scene.
- demonstrate how the lines contribute to forming an interpretation of the text as a whole.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does collaboration extend, challenge, and broaden one's ideas?
- How can a quote from the text exemplify an

Assessments

- Quote analysis, which demonstrates deductive thinking
- Analytical essay, which demonstrates deductive thinking

<ul style="list-style-type: none"> collaborate to consider multiple perspectives. 	<p>abstract idea within the text?</p>	
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objective</u> Students will: <ul style="list-style-type: none"> punctuate dialogue correctly. </p>
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 7 – Inquiry-based Research, 5-6 weeks [top](#)

Standards

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.
- research information from multiple sources for a specific purpose.
- publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- note confusions and gaps in knowledge.
- research to gain information.
- determine correlation of research to literary text.
- select information by discerning its relevancy and accuracy.
- demonstrate oral presentation strategies.
- reflect and extend their thinking based on presentations of others.
- persuade an audience about an issue, using informed, credible research.
- evaluate the presentations of others.

Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does collaboration extend, challenge, and broaden our thinking?
- How do I express who I am and what I think in writing?
- How do I identify gaps in my understanding?
- How do I use technology to extend my knowledge?
- How do I evaluate information for relevancy

Assessments

- Oral presentation
- Persuasive essay demonstrating deductive thinking

	<p>and reliability?</p> <ul style="list-style-type: none"> • How can I explain my knowledge to others? • How do I write persuasively? 	
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • demonstrate paraphrasing and note-taking skills. • evaluate reliability of sources. • cite sources from research. • create a works cited page. • demonstrate correct adverb usage (including bad/badly and good/well).
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 8 – Exploring Writer’s Craft Through Literary Devices, 3 weeks [top](#)

Standards

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- write to delight in the imagination.

Unit Objectives

Students will be able to:

- use specific literary devices in their memoirs.
- analyze the literary devices as demonstrated in examples of published memoirs.

Essential Question

- How do we write, speak and present effectively?

Focus Question

- How does literature contribute to an understanding of self and others?

Assessments

- Original memoir
- Metacognitive analysis, demonstrating deductive and narrative thinking, which describes the choices they made in their own writing

Lesson Planning Resources

Suggested Materials/Resources

Skill Objectives

Students will:

- use adverbs correctly.
- punctuate dialogue correctly.

Technology Resources

Differentiated Instruction

Enrichment/ELL