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| Grade 11, Unit 1 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| Declaration of IndependenceThomas Jefferson | Foundational Document | Argumentation:ArgumentPersuasive appealsAppeals to EmotionCharged languageAppeals to LogicAppeals to Authority | Words convey ideas aboutpower and rightsunalienableconstrainstyrannyassentacquiescerectitude | Latin root: -rect- | Changes in Syntax and UsageSyntaxUsageFormality | Editorial | Class discussion |
| Standards |  | RI.9RI.8 | L.1.b; L.3.a; L.4.c |  L.4.b |  L.1.a | W.1 | SL.1.c |
| Preamble to the US ConstitutionGouverneur MorrisBill of RightsJames Madison | Foundational Document | Author’s choices: Structure | Words suggest legal limitations or remediesexercise abridging petition redress infringed prescribed | Multiple-meaning words | Punctuation for EnumerationSerial commaParallel structure | Extended Definition | SpeechWrite the SpeechDeliver the SpeechEvaluate Your Presentation |
| Standards |  | RI.5.a, RI.9 | L.4 |  L.4.c |  L.1.a | W.2.b  | SL.4 |
| Speech in the ConventionBenjamin Franklin | Speech | Author’s Purpose: RhetoricRhetorical devicesParadoxConcessionRhetorical questionsTone | Words are used to describe human vices and virtuesinfallibility, corrupted, salutary, despotism, prejudices, integrity | Latin suffix: -ity | Syntax and Rhetoric | Evaluation | Video recordingDiscuss the SpeechPractice and Present Evaluate the Video |
| Standards |  | RI.1; RI.6, RI.9  |  |  L.4.c |  L.2; L.3.a | W.1; W.1.f | SL.3; SL.5 |
| The AmericanRevolution:Visual Propaganda | Image Gallery |  | Media VocabularyPropagandaAppealSymbolism |  |  |  | Multimedia PresentationPolitical infomercialPlan the ProjectConsider Image ChoicesPrepare the ScriptPresent and Discuss |
| Standards |  |  | RI.11–12.7 |  |  |  | SL.11.1, SL.11.4 SL.5 |
| Performance Task: Writing Focus |
| Mode: Argumentative EssayPrompt: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence?Standards: W.11.a-f, W.11.4, W.11.5, W.11.7, W.11.8, W.11.9.b, W.11.10Language Development: ConventionsStandards: W.11.1.c; L.11.1 |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| *from* America's Constitution: A BiographyAkhil Reed Amar | Expository Nonfiction | Context clues | Author’s Choices: RhetoricAnalogy | Words relate to groups and individualsConclave Eminent Populist | Latin suffix: -ist | Author’s Style: Historical Narrative as ArgumentHistorical DetailsNumerical DataQuotations |   |
| Standards |  | L.4.a |  RI.6 | L.4.c |  L.4.c | RI.3; RI.5 |   |
| *from* The United States Constitution: A Graphic AdaptationJonathan Hennesseyand Aaron McConnell | Graphic Novel |   |  N/A | Media VocabularyLayoutSpeech balloon Caption |   |   | Informative Essay |
| Standards |  |   |  | L.6 |   |   | RI.7; W.2; W.9.b, W.11.5 |
| *from* The Interesting Narrative of the Life of Olaudah EquianoOlaudah Equiano | Autobiography |  Base words | Literary NonfictionPersuasive Purposeslave narrative emotional appeals | Words reflect the horrific situation in which the captives found themselvesloathsome, wretched, dejected | Latin root: -ject- | Eighteenth Century Narrative Style | ArgumentLiterary review LetterAdvertisement |
| Standards |  | L.4 | RI.6 |  |  L.4.c | L.1; L.1.a | SL.11.1.a-d,  W.1.f, W.11.1 |
| Letter to John AdamsAbigail Adams*from* Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable SistersDiane Jacobs | Letter/Biography | Context clues | Primary and Secondary Sources | Words are about oppression and rebellionvassals, foment, dissented | Word families | Author’s Style: VoiceDictionSyntaxToneAudience Purpose | Oral presentationDialogueDramatic readingPublic announcement |
| Standards |  | L.4.a |  RI.9 | L.4.b | L.4.b  | RI.6 | SL.4 |
| The Gettysburg AddressAbraham Lincoln | Speech | Familiar word parts | Author’s Choices: Diction | Words reflect the idea of showing honordedicate, consecrate, hallow | Denotation and Connotation | Author’s Style: Antithesis | Research reportComparison-and-contrast presentationReviewAnalysis of the historical context |
| Standards |  | L.4; L.4.d |  RI.6 | L.5.b,  |  L.6 | SL.3; RI.6 | W.2; W.7 |
| Performance Task: Speaking and Listening Focus  |
| Mode: Present an ArgumentPrompt: Do narratives provide strong evidence to support arguments about American freedoms?Standards: SL.1.b, SL.11.1.a-d, SL.11.4, SL.11.6 |
| End-of-Unit Performance-Based Assessment |
| Mode: Review Evidence for an ArgumentWriting Prompt: What are the most effective tools for establishing and preserving freedom?Standards: W.1.a; W.11.1.a-e W.11.10 SL outcome: Video commentary SL.11.4 |

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| Grade 11, Unit 2 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| The Writing of Walt WhitmanWalt Whitman | Essay/Poetry | Poetic StructuresEpic themeFree VerseAnaphoraCatalogue | Words are used to describe abundanceampler, vast, prolific, teeming, breadth, multitudes | Latin CombiningForm *multi-* | Conventions: DictionVariety of types of wordsOnomatopoeiaWords in pairs | Narrative accountSensory language | Oral interpretation |
| Standards |  | RL.5; RL.9 | RL.4 |  L.4.b |  L.4.d | W.3.d; W.3; W.3.e  | SL.1, SL.6 |
| The Poetry of Emily DickinsonEmily Dickinson | Poetry Collection | Poetic Structure and StyleExact rhymeSlant rhymeParadox | Words are used to discuss the powerof nationsemperor, imperial, treason, sovereign, captivity | Word Derivations | Parts of SpeechAbstract nounConcrete noun | Blog post | ReadingsClass discussion |
| Standards |  | RL.5 RL.11.4 | L.4.c, RL.11.4 | L.4.b, L.11.4.c | L.11.4 | RL.7; W.3; W.3.d | SL.1.c; SL.6 |
| *from* EmilyDickinson*from* Great Lives*BBC Radio 4* | Radio Broadcast |  | Media vocabularyHostInterviewCommentary |  |  | Compare-and-Contrast EssayInterpretation |  |
| Standards |  |  |  |   |   | RL.7; W.9; W.9.a; SL.3 W.11.5 |  |
| Performance Task: Writing Focus |
| Mode: Write a Personal NarrativePrompt: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both?Standards: W.3.a-e; W.10 W.11.5, W.11.6, L.11.1Language Development: StyleStandards: W.3.d |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| *from* Nature /*from* Self-RelianceRalph Waldo Emerson | Philosophical Writing | Context clues | Development of IdeasEssayPhilosophicalvisionSetting the SceneRe-envisioning the OrdinaryRe-defining WordsFinding Limits | Words relate to the concept of faithsanctity, transcendent, redeemers | Latin Root: -sanct- | Sentence VarietyIndependent clausesSubordinate (or dependent) clauses | Writing to Sources: StoryElementStory elementSettingCharacterDialogue |
| Standards |  | L.4.a |  RI.2  | L.4.c |  L.4.c | L.11.3 |  W.3; L.3; L.3.a |
| *from* Walden /*from* Civil DisobedienceHenry David Thoreau | Philosophical Writing | Familiar word parts | Author's Point of View: PhilosophicalassumptionsExplicitImplicit | Words enhance Thoreau’s messages about simplicityvs. complexity and nonconformity vs. conformitysuperfluous, vital, sufficed | Latin prefix super- | Author’s Style: Conversational Style:StyleConversational styleDictionWord choiceFigures of speechAnalogyDirect address of the readerBrief anecdotesPithy statements | Speaking and Listening: DiscussionListResponseProsecutionDefense |
| Standards |  | L.4.b |  RI.1 | L.4.b |   |  RI.6 | SL.1.b; SL.1.c; SL.1.d |
| Innovators and TheirInventions | Public Documents |  |  | Media Vocabularyspecifications cross-section figure |  |  | Speaking and Listening: Speech |
| Standards |  |  |  | L.6 |  |  | SL.4.b |
| The Love Song of J. Alfred PrufrockT. S. Eliot | Poetry |  Context clues | Poetic Structuredramatic monologueSpeakerPoint of view | Words relate to negative traitstedious, indecisions, digress | Latin prefix: di- / dis- | Compound Nouns:Closed compoundHyphenated compound | Writing to Sources: Digital presentationSlide showOral recitation and discussionFilmed oral response |
| Standards |  | L.4.a |  RL.5; RL.6 | L.4.b |  L.4.b | L.2. L.1 |  SL.5, SL.11.4, SL.11.6 |
| A Wagner MatineeWilla Cather | Short Story | Familiar word parts | Author’s Choices: Character Development CharacterizationDirect characterizationIndirect characterizationFirst-person point of view | Words are all related to musicoverture, motifs, prelude | Word derivations | Figurative LanguageSimileMetaphorHyperbole | Writing to Sources: Research ReportComparison and contrastHow-to essayProblem-solution letter |
| Standards |  | L.4.b |  RL.3 | L.4.c |  L.4.c | RL.4 L.5.a | W.2; W.7 |
| Performance Task: Speaking and Listening Focus |
| Mode: Present a Personal NarrativePrompt: When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual? What are the risks and rewards of nonconformity?Standards: SL.1.b, SL.12.3, SL.11.4.a SL.11.5, SL.11.6 |
| End-of-Unit Performance-Based Assessment |
| Mode: Writing to sources: Personal Narrative Writing Prompt: What significant incident helped me realize that I am a unique individual?Standards: W.3.a, W.11.3.a-e, W.11.4, W.11.10SL outcome: StorytellingStandards: SL.4.a; SL.6 |

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| Grade 11, Unit 3 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| *from* What to the Slave Is the Fourth of July?Frederick Douglass | Speech | Argumentative StructureArgument ClaimCounterclaims | Words help reveal the nature of the debate over slaveryobdurate, stolid, disparity, denounce, equivocate, conceded | Latin prefix: ob- | Types of Phrases:Noun phraseVerb phrase | Informative Paragraph | Dramatic readingTone |
| Standards |  | RI.1; RI.5; RI.8 | L.3; L.4.c |  L.4.c |  L.1 | W.2; W.2.e | SL.3, SL.11.4 |
| Second Inaugural AddressAbraham Lincoln | Speech | Structure:Chronological structure | Words remind the audience of the terrible nature of the conflict that the nation was enduringinsurgent, perish, rend, scourge, unrequited, malice | Synonyms and Nuances | Types of phrases:Prepositional phrase | Informative Eyewitness Account | Reading and discussion |
| Standards |  | RI.5; R1.2; RI.6; RI.9 | L.6 |  L.5.b |  L.3; L.1 | W.2; W.3 | SL.3, SL.11.4 |
| Perspectives on Lincoln | Image Gallery |  | Media VocabularyCompositionCaricatureLabeling and captions |  |  |  | Image Gallery |
| Standards |  |  | RI.5.a, RI.11.7 |  |  |  | RI.7; SL.2; SL.5 |
| Performance Task: Writing Focus |
| Mode: Write an Informative EssayPrompt: Did the nation achieve the goals that Douglass and Lincoln desired?Standards: W.2.a-f; W.11.5, W.7; W.11.8,W.10Language Development: Conventions: Syntax: Sentence PatternsStandards: W.2.c; L.3.a |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| Ain't I a Woman?Sojourner Truth | Speech | Context clues | Effective RhetoricRefrain | Words used in colloquial or conversational—even slangy— contextracket, fix, obliged | Latin root: -lig- | Author’s Style: Use of Words and PhrasesDiction Audience | Writing to Sources: Informative TextBiographical sketchExtended definitionCause-and-effect article |
| Standards |  |  L.4.a  |  L.3; RI.2  |  L.1.a |  L.4.d | RI.6: L.1.a; L.3 | W.2 |
| Declaration of SentimentsElizabeth Cady Stanton | Public Document | Context clues | Author’s Choices: Allusions | Words suggest a lowly positiondegraded, oppressed, subordinate | Latin prefix: sub- | Types of Clauses |   |
| Standards |  | L.4.a |  RI.9 | L.4.c |  L.4.c | L.1; RI.11.9 |   |
| Giving Women the Vote Sandra Sleight-Brennan | Podcast |  |  | Media VocabularyFrameSpecial elementsTone |  |  | Compare-and-Contrast Essay |
|  |  |  |  | SL.3 |  |  | RI.5; RI.6; RI.7W.11.2, W.11.5 |
| The Story of an HourKate Chopin | Short Story | Familiar word parts | Development of ThemeInternal monologue | Words all describe being pushypersistence, imploring, importunities | Denotation/connotation | Author’s Choices: IronySituational IronyDramatic IronyVerbal Irony | Group Discussion |
| Standards |  | L.4.b | RL.2, RL.11.3 | L.5.b | L.5.b | RL.6; R.3 | SL.1.c; SL.1.d |
| Brown v. Board of EducationEarl Warren | Legal Opinion | Familiar word parts | Author’s Choice: StructureOpinionAnalytical argumentClaimCounterclaim | Words all refer to the activity of a court of lawplantiffs, jurisdiction, disposition | Technical words | Coordinating Conjunctions |   |
| Standards |  | L.4.b | RI.5 | L.6 | L.6 | R.4; L.1; L.3 |   |
| Was "Brown v. Board" a Failure?Sarah Garland | Magazine article | Context clues | Author’s Choice: StructureAnalytical argumentClaim | Words all suggest goals, past and presentlegacy, mission, policy | Cognates | Subordinating ConjunctionsSimple sentencesCombined sentences (version 1 and 2) | Writing to Compare: Informative EssayComparison-and-contrast essay |
| Standards |  | L.4.a |  RI.5 |  L.4.c | L.4.c | L.1; L.3 | RI.5; RI.8; W.9.bW.11.5 |
| Performance Task: Speaking and Listening Focus |
| Mode: Panel DiscussionPrompt: What were the goals of these reformers? Why did they want to achieve those goals?Standards: SL.1.a, SL.12.4, SL.12.6 |
| End-of-Unit Performance-Based Assessment |
| Mode: Review Evidence for an Informative EssayWriting Prompt: What motivates people to struggle for change?Standards: W.2.a W.11.2a-f, W.11.5, W.11.9SL Outcome: PodcastStandards: SL.1.a SL.11.4, SL.11.6 |

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| Grade 11, Unit 4 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| *from* Life on the MississippiMark Twain | Memoir | Author's PurposeAnecdotesHumorous descriptionsSocial commentary | Words used to describe splendid objects or impressive peoplegilded, grandeur, exalted, ornamented, picturesquely, eminence | Anglo-Saxon suffix: -esque | Author’s Style: Words and phrasesDictionTone |   |   |
| Standards |  | RI.6 |  L.4.d |  L.4.b |  RI.4 |   |   |
| The Notorious Jumping Frog of Calaveras CountyMark Twain | Short Story | Point of ViewFrame StoryIncongruityHyperbole | Words used to describe an experience with a boring, clueless persongarrulous, exasperating, tedious, monotonous, interminable, buttonholed | Connotation and Denotation | Author’s Style: Impact of Word ChoiceDialectStandard EnglishIdiomatic expressions Actual Meaning | Explanatory Text |   |
| Standards |  | RI.6; L.5.a S/b RL.6 |  L.5 | L.5.b |  RL.4 | W.2; W.2.a; W.2.b; W.5 |   |
| A White HeronSarah Orne Jewett | Short Story | Thematic DevelopmentTheme ImagerySymbol | Words help describe the pace and character of rural lifedilatory, loitered, hospitality, squalor, hermitage, quaint | Etymology | Sentence Variety:Interrogative sentencesExclamations | Critical analysis | Whole-Class Debate |
| Standards |  | RL.2 | L.4.d | L.4.c |  L.3 | RL.5, W.11.1 | SL.1.c SL.11.3, SL.11.4, SL.11.5 |
| Performance Task: Writing Focus |
| Performance-Based Assessment TaskWrite an Explanatory EssayPrompt: How do American authors use regional details to make the events and themes of a narrative come to life for readers?Language Development: Style: Add Variety: Vary SyntaxStandards: W.11.2.a-f, W.11.5, W.11.10, L.11.3.a  |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| A Literature of PlaceBarry Lopez | Literary Criticism | Context clues | Central Ideas and Voice | Words that describe perceptions of the world around us and relate to the sensesdiscern, temporal, spatial | Latin suffix: -al | PunctuationDashesHyphens |   |
| Standards |  | L.4.a | RL.1; RI.3 | L.4 |  L.4.b | L.2; L.2.a |   |
| American Regional Art | Fine Art Gallery |  |  | Media Vocabularyrealism impressionism perspective romanticism palette |  |  | Writing to compare: Interpretive essay |
| Standards |  |  |  | L.11–12.6 |  |  | W.2; W.9, W.11.5 |
| *from* Dust Tracks on a RoadZora Neale Hurston | Autobiography | Base Words | Literary NonfictionAutobiographySocial contextDialogueDialect | Words relate to someone who is an extrovertself-assurance, forward, brazenness | Multiple-Meaning Words | Author’s Style Style: Figurative MeaningsOverstatementIdioms | Oral PresentationCompare-and-Contrast DiscussionInformative TalkInterview |
| Standards |  | L.4.b | RI.6 | L.4 |  L.5 | L.5.a; RI.4 | SL.11.1, SL.6 |
| Chicago/WildernessCarl Sandburg | Poetry Collection 1  | Context Clues | Language and Meaning ImageryRepetitionPersonification | Words describe features or qualities of people or animals that also describe the citybrawling, wanton, cunning | Present participles | Author’s Style: Poetic StructuresLine lengthsEllipsis |   |
| Standards |  | L.4.a | RL.4 | L.4; L.5.a |  L.4.b | RL.5 |   |
| Sandburg’s Chicago | Photo Gallery |  |  | Media vocabularyFocal point Depth of field Foreground and background |  |  | Writing to Compare: Multimedia AccountMultimedia presentationSlide showMuseum exhibit guide |
| Standards |  |  |  | L.6 |  |  | RI.7; SL.5, SL.11.1, SL.11.4, SL.11.6 |
| In the Longhouse, Oneida MuseumRoberta Hill / Cloudy DayJimmy Santiago Baca | Poetry Collection 2 | Context Clues | Poetic Devicesfigurative languagefigures of speechPersonificationSimileMetaphor | Words all describe conflictstrife, sinister, vigilant | Etymology | Author’s Style: Poetic ConventionsRepetition, End-stopped lines EnjambmentStanza breaks |   |
| Standards |  | L.4.a | RL.4; L.5 | L.4 |  L.4.c | RL.5 |   |
| Introduction *from* The Way to Rainy MountainN. Scott Momaday | Memoir | Context Clues | Literary NonfictionHistorical writingReflective writing | Words related to religionreverence, rites, deicide | Latin Roots -dei- and -cid- | Poetic ProseFigurative language Imagery |  Writing to Compare: Informative Essay |
| Standards |  | L.4.a | RI.6 RI.11.4 | L.4 |  L.4.b | RI.4; L.5 | W.2; W.9 W.11.5, W.11.10. |
| Performance Task: Speaking and Listening Focus |
| Mode: Give an Explanatory TalkPrompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age.Standards: SL.1.b, SL.11.4, L.11.6 |
| End-of-Unit Performance-Based Assessment |
| Mode: Explanatory EssayWriting Prompt: What makes certain places live on in our memory?Standards: W.2.aSL Outcome: Oral PresentationStandards: SL.4 |

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| Grade 11, Unit 5 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| The Crucible, Act IArthur Miller | Drama | Structural Elements of DramaDialogueStage directionsDramatic exposition | vindictive calumny defamation | Latin Root: -fama- | Personal PronounsNominative CaseObjective Case Possessive CaseFirst-person pronounsSecond-person pronounsThird-person pronouns |   |   |
| Standards |  | RL.3; RL.5 | L.5 |  L.5 |  L.1; L.1.a; L.3 |   |   |
| The Crucible, Act IIArthur Miller | Drama | Literary Elements in DramaConflictPlotExternal conflictInternal conflict | condemnation, magistrates, proceedings | Technical Words |   |   | Whole-class discussion |
| Standards |  | RL.3; RL.5 | L.6; L.4.c |  L.6 |   |   | SL.1.a |
| The Crucible, Act IIIArthur Miller | Drama | Character Development CharacterizationDirect characterizationIndirect characterization | remorseless, effrontery, callously | Connotation | Author’s Choices: Literary DevicesDramatic ironyVerbal irony |   |   |
| Standards |  | RL.3; RL.6 | L.5 |  L.5.b |   |   |   |
| The Crucible, Act IVArthur Miller | Drama | Literary Forms; Biblical allusionsAllegoryLiteral meaningSymbolic meaningTheme | Words relate to argumentsconciliatory, adamant, disputation | Etymology | RealismSetting Plot Dialogue | Argument | Thematic Analysis |
| Standards |  | RL.2; RL.4 | RL.2; L.4.c |  L.4.c |  W.9, RL.11.5 | W.1; W.9.a | SL.11.4, SL.11.6  |
| The Crucible L.A. Theatre Works | Audio Performance |  | Media vocabularyAudio playInflectionExpression |  |  | Critical review |  |
| Standards |  |  |  |  |  | RL.7; W.9.a, W.11.5 |  |
| Performance Task: Writing Focus |
| Mode: Write an ArgumentPrompt: Could any of the characters in The Crucible have done more to end the hysteria in Salem?Standards: W.1.a-f; W.10; W.11.4, W.11.5, W.11.8, W.11.10 Language Development: ConventionsStandards: L.1 |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| from Farewell to ManzanarJeanne Wakatsuki Houston and James D. Houston | Autobiography | Base words | Development of Complex IdeasCharacterizationDirect characterizationIndirect characterization | Words all refer to working secretly with theenemy collaborator, conspirators, espionage | Latin Suffix: -or | Author’s Style: Author's Point of ViewFirst-person point of view |   |
| Standards |  | L.4.b | RI.3 | L.4 |  L.4.d | RI.11.1,RI.6 |   |
| Interview With George takei Archive of American Television | Video |  |  | Media Vocabularydocumentary eyewitness account framing |  |  | Writing to compare: Compare-and-contrast essay |
| Standards |  |  |  | SL.3; L.6 |  |  | RI.7; W.2; W.9.bW.11.5 |
| Antojos Julia Alvarez | Short Story | Context Clues | Author’s Choices: NarrativeStructureChronological orderIn medias resFlashbackForeshadowing  | Words all come directlyfrom the Spanish languagecantina, cabana, machetes | Loanwords | Conventionsand Style: Pronounsand Antecedents | Research: ResearchProject  |
| Standards |  | L.4.a | RL.5; RL.3  | L.4 |  L.4.c | L.1 | W.7, W.11.2 |
| Performance Task: Speaking and Listening Focus |
| Mode: Present an ArgumentPrompt: Do people usually learn from their fear?Standards: SL.1.c, SL.11.4 |
| End-of-Unit Performance-Based Assessment |
| Mode: ArgumentWriting Prompt: Is fear always a harmful emotion?Standards: W.11.1.a-e, W.11.10, SL.11.1, SL.11.4.bSL outcome: SpeechStandards: SL.4.b |

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| Grade 11, Unit 6 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Author’s Style | Effective Expression: Writing to Sources | Effective Expression:Speaking and Listening |
| Everyday UseAlice Walker | Short Story | CharacterCharacterizationThemes | Words help reveal the tentative way Maggie acts in the storysidle, shuffle, furtive, cowering, awkward, hangdog | Exocentric Compounds | Conventions and Style: DialectDialectRegionalism | Narrative  | Partner Discussion |
| Standards |  | RL.3 | L.1.b  |  L.1.a |  L.3.a | W.3.a-e, W.3 | SL.1; SL.1.a |
| Everything Stuck to HimRaymond Carver | Short Story | Narrative StructureFrame storyIntroductory storyInternal story | Words are all compound wordswaterfowl, letterhead, overcast, shotgun | Endocentric Compounds | Pronouns and Antecedents | Narrative Scene | Dialogue |
| Standards |  | RL.5 | L.3 |  L.1 |  L.3 | RL.3; W.3.a-e; W.3 | SL.4.a; SL.6 |
| The LeapLouise Erdrich | Short Story | Narrative StructureForeshadowingSuspensePacing | Words that suggest distance or closenessencroaching, instantaneously, anticipation, constricting, perpetually, superannuated | Latin Root: -strict- | Author’s Style: MotifSymbolTheme | Anecdote | Oral response to literature |
| Standards |  | RL.3 | RL.4 | L.4.b |  RL.4 | W.3 | SL.4 , SL.11.6 |
| Performance Task: Writing Focus |
| Mode: Write a NarrativePrompt: How do stressful situations often reveal the best and worst in people?Standards: W.11.3.a-e, W.11.5, W.11.10, L.11.1, L.11.4.c Language Development: StyleStandards: W.3.b; L.1 |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| A Brief History of the Short StoryD. F. McCourt | Literary History | Context Clues | Sequence of EventsChronological order | Words relate to change and statussupplanted, ascendant, renaissance | Latin Root: -scend- | Active and Passive Voice | Research ReportExtended definitionGraphAnalytical paper |
| Standards |  |  L.4.a |  RI.3; RI.5 |  L.4.b |  L.4.b | L.1.a |  W.7 |
| An Occurence at Owl Creek BridgeAmbrose Bierce | Short Story | Context Clues | StructureOmnisicient third-person point of viewLimited third-person point of viewStream of consciousness | Words relate to formalitiesetiquette, deference, dictum | Latin suffix: -um | Run-ons and FragmentsVarying Syntax for EffectSyntaxAsyndeton |   |
| Standards |  |   L.4.a |  RL.5 | L.4 | L.4.b | L.1.a; L.3 |   |
| The Jilting of Granny WeatherallKatherine Anne Porter | Short Story | Familiar Word Parts | Narrative StructureStream of consciousnessFlashbackNarrative point of view | These medical words relate to someone who is in poor healthhypodermic, clammy, dyspepsia | Greek prefix: dys- | Author’s Style: Figurative languageMetaphorSimile | Writing to Compare: Oral Presentation |
| Standards |  |   | RL.5 | RL.4 |  L.4.b | L.5 | W. 2; W.5; SL.6SL.11.1, SL.11.4 |
| Performance Task: Speaking and Listening Focus |
| Mode: Present a NarrativePrompt: The day felt as if it would never end.Standards: SL.11.1.a-d, SL.11.4 , SL.11.5, SL.11.6 |
| End-of-Unit Performance-Based Assessment |
| Mode: Review Notes for a NarrativeWriting Prompt: How does a fictional character or characters respond to life-changing news?Standards: W.11.3.a-e, W.11.10, SL.11.4, SL.11.5, SL.11.6SL outcome: Storytelling sessionStandards: SL.5  |