

Monroe County Schools  
Grade 11 ELA  
2015 - 2016

9 Weeks Taught	CCRS (2013 COS)	Resources	Vocabulary	9 Weeks Tested
<b>Reading Standards for Literature</b>				
1 <sup>st</sup> On-going	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. [RL.11-12.1]	General Resources: <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• ALEX</li> <li>• LTF/AP websites</li> <li>• Animal Farm</li> <li>• Khan Academy.com</li> <li>• Webenglishteacher.com</li> <li>• Purdue Owl.com</li> <li>• Read think write.com</li> <li>• Americanrhetoric.com</li> <li>• Be A Better Reader</li> <li>• NY Times Learning Lab</li> <li>• Birmingham City Schools website</li> </ul>	Explicitly, inferences,	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	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. [RL.11-12.2]		Themes, central ideas, objective summary	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]		1 <sup>st</sup> On-going	
1 <sup>st</sup> On-going <b>ACT Standard</b>	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]		figurative and connotative meanings	1 <sup>st</sup> On-going


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1 <sup>st</sup> On-going	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]		author's choices	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]		satire, sarcasm, irony, understatement	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7]	The Crucible		1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]			1 <sup>st</sup> On-going
4 <sup>th</sup>	9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]			4th
<b>Reading Standards for Informational Text</b>				
1 <sup>st</sup> On-going	10. 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. [RI.11-12.1]	The Scarlett Letter	Explicitly, inferences	1 <sup>st</sup> On-going

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1 <sup>st</sup> On-going	11. 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. [RI.11-12.2]		central ideas	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	12. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]			1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	13. 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 (e.g., how Madison defines <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]		Figurative, connotative, technical meanings	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	14. 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. [RI.11-12.5]		argument	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going <b>ACT Standard</b>	15. 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. [RI.11-12.6]		author's point of view	1 <sup>st</sup> On-going
1 <sup>st</sup> On-going	16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]			1 <sup>st</sup> On-going

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1 <sup>st</sup> On-going	<p>17. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's –Four FreedomsII speech, King's –Letter from a Birmingham JailII), including how they address related themes and concepts. [RI.9-10.9]</p> 			1 <sup>st</sup> On-going
4 <sup>th</sup>	<p>18. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]</p>			4 <sup>th</sup>
<b>Writing Standards</b>				
3rd	<p>19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p>	Purdue owl.com	Claims, relevant and sufficient evidence	3rd
3rd	<p>19.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p>		Alternate, opposing claims, counterclaims, evidence	3rd
3rd	<p>19.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p>		claim(s) and counterclaims	3rd
3rd	<p>19.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]</p>		phrases, clauses, syntax	3rd

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3rd	<b>19.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]		formal style	3rd
3rd	<b>19.e.</b> Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]		concluding statement	3rd
3rd	<b>20.</b> Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]			3rd
3rd	<b>20.a.</b> 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. [W.11-12.2a]			3rd
3 <sup>rd</sup> <b>ACT Standard</b>	<b>20.b.</b> 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. [W.11-12.2b]			3rd
3 <sup>rd</sup> <b>ACT Standard</b>	<b>20.c.</b> 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. [W.11-12.2c]		varied transitions	3rd
3 <sup>rd</sup> <b>ACT Standard</b>	<b>20. d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]		domain-specific vocabulary, metaphor, simile, and analogy	3rd



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3rd	<b>20.e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]			3rd
3rd	<b>20.f.</b> 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). [W.11-12.2f]			3rd
3rd	<b>21.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]		narratives	3rd
3rd	<b>21.a.</b> 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. [W.11-12.3a]			3rd
3rd	<b>21.b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]		dialogue, pacing, description, reflection, and multiple plot lines	3rd
3rd	<b>21.c.</b> 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 resolution). [W.11-12.3c]			3rd
3rd	<b>21.d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]			3rd
3rd	<b>21.e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]			3rd

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3rd	<b>22.</b> 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 19-21 above.) [W.11-12.4]			3rd
3rd	<b>23.</b> 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 the first three standards in the Language strand in Grades K-11.) [W.11-12.5]			3rd
3rd	<b>24.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]			3rd
3rd	<b>25.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]		synthesize	3rd
3rd	<b>26.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]			3rd
3rd	<b>27.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]			3rd

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3rd	<p><b>27.a.</b> Apply <i>Grade 11 Reading standards</i> to literature (e.g., —Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics). [W.11-12.9a]</p> 			3rd
3rd	<p><b>27.b.</b> Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms: speech, King’s —”Letter from a Birmingham Jail”]), including how they address related themes and concepts. [W.11-12.9b]</p> 			3rd
3rd	<p><b>28.</b> Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]</p>			3rd
<b>Speaking and Listening Standards</b>				
4th	<p><b>29.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]</p>			4th
4th	<p><b>29.a.</b> 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. [SL.11-12.1a]</p>			4th
4th	<p><b>29.b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]</p>			4th



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4th	<b>29.c.</b> 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. [SL.11-12.1c]			4th
4th	<b>29.d.</b> 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. [SL.11-12.1d]			4th
4th	<b>30.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]			4th
4th	<b>31.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]			4th
4th	<b>32.</b> 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. [SL.11-12.4]			4th
4th	<b>33.</b> 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. [SL.11-12.5]			4th

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4th	<b>34.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]			4th
<b>Language Standards</b>				
2nd	<b>35.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]			2nd
2nd	<b>35.a.</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]			2nd
2nd	<b>35.b.</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed. [L.11-12.1b]			2nd
2 <sup>nd</sup> <b>ACT Standard</b>	<b>36.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]			2nd
2nd	<b>36.a.</b> Observe hyphenation conventions. [L.11-12.2a]			2nd
2nd	<b>36.b.</b> Spell correctly. [L.11-12.2b]			<b>2nd</b>
2nd	<b>37.</b> 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. [L.11-12.3]			2nd
2nd	<b>37.a.</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]			2nd

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2nd	<b>38.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 11 reading and content</i> , choosing flexibly from a range of strategies. [L.11-12.4]			2nd
2nd	<b>38.a.</b> 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. [L.11-12.4a]			2nd
2nd	<b>38.b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ). [L.11-12.4b]			2nd
2nd	<b>38.c.</b> 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, its etymology, or its standard usage. [L.11-12.4c]			2nd
2nd	<b>38.d.</b> 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). [L.11-12.4d]			2nd
2nd	<b>39.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]			2nd
2nd	<b>39.a.</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]		hyperbole, paradox	2nd
2nd	<b>39.b.</b> Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]		denotations	2nd
2nd	<b>40.</b> 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. [L.11-12.6]			2nd

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**Monroe County Schools  
Formative Assessment Schedule  
2015 -2016**

<b>Formative</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative</b>
<b>First Nine Weeks</b>	<b>Second Nine Weeks</b>	<b>Third Nine Weeks</b>	<b>Fourth Nine Weeks</b>
<b>Standards:</b>  1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17	<b>Standards:</b>  35, 36, 37, 38, 39, 40	<b>Standards:</b>  19, 20, 21, 22, 23, 24, 25, 26, 27, 28	<b>Standards:</b>  9,18, 29, 30, 31, 32, 33, 34