

# Odessa-Montour Central School District Curriculum Map

Course and Grade Level: English 11, Special Education

Teacher: Mrs. Hauber

Unit Name	Next Generation Learning Standards	Essential Questions	Skills Taught	Assessment(s)
<b>Literary &amp; Rhetorical Devices</b> *Packet with terms, definitions, and examples	A foundational knowledge of literary and rhetorical devices is necessary in order to meet the following standards covered later in the year:  R1, R2, R3, R4, R5, R6	What are the “must-know” and “nice-to-know” literary and rhetorical devices?	*Definitions and examples of literary and rhetorical devices	Test: Matching terms with definitions
<b>Reading Comprehension</b> *Short passages from literature & speeches *Regents tasks and parallel tasks	R1, R2, R3, R4, R5, R6	How do I locate and interpret literary and rhetorical devices within a text?	<b>Next Generation Reading &amp; Language Skills</b> *Identify literary and rhetorical devices within a text *Cite textual evidence to support analysis of explicit and inferential information *Identify central ideas/themes of a text and analyze their development *Analyze the impact of the author’s choices *Analyze a complex set of ideas or sequence of events and explain how ideas or events interact and develop *Determine the meanings of words and phrases literally, figuratively, and connotatively *Analyze how structure creates meaning and affects the reader *Determine the author’s point of view or purpose	Independent Assignment: Reading Comprehension tasks A, B, and C from a previous Regents Exam OR parallel tasks developed similarly to the Regents

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		<p>Which reading and question strategies work best for me?</p>	<p><b>General Reading Strategies</b></p> <ul style="list-style-type: none"> <li>*Reread to increase comprehension</li> <li>*Underline or circle key words and/or literary and rhetorical devices</li> <li>*Color-code text</li> <li>*Summarize section by section or sentence by sentence</li> <li>*Write notes in the margins</li> <li>*Persevere with a text to gain as much meaning as possible, even when some of the text is unclear</li> <li>*Use context clues to determine the meaning of unknown words</li> <li>*Cover the answer choices in order to locate evidence within the text without being led astray by misleading choices</li> <li>*Reread sections of text specified in the questions</li> <li>*Take notes on the section of text specified by the question</li> <li>*Mark the evidence for each question</li> <li>*Use process of elimination and/or choose the answer with the most evidence</li> </ul>	
<p><b>Text-Analysis Response</b></p> <p>*Regents tasks and parallel tasks</p>	<p>R1, R2, R3, R4, R5, R6</p> <p>L4, L5, L6</p> <p>W1a, W1b, W1c, W1d, W1f</p>	<p>What is the central idea of the text and which literary or rhetorical device is used most effectively by the author to prove the central idea?</p>	<p><b>Next Generation Reading &amp; Language Skills</b></p> <ul style="list-style-type: none"> <li>*Identify literary and rhetorical devices within a text</li> <li>*Cite textual evidence to support analysis of explicit and inferential information</li> <li>*Identify central ideas/themes of a text and analyze their development</li> <li>*Analyze the impact of the author’s choices</li> <li>*Analyze a complex set of ideas or sequence of events and explain how ideas or events interact and develop</li> <li>*Determine the meanings of words and phrases literally, figuratively, and connotatively</li> <li>*Analyze how structure creates meaning and affects the reader</li> <li>*Determine the author’s point of view or purpose</li> </ul>	<p>Independent Assignment: Text-Analysis Response from a previous Regents Exam OR a parallel task developed similarly to the Regents</p>

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		<p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p><b>General Reading Strategies</b></p> <ul style="list-style-type: none"> <li>*Reread to increase comprehension</li> <li>*Underline or circle key words and/or literary and rhetorical devices</li> <li>*Color-code text</li> <li>*Summarize section by section or sentence by sentence</li> <li>*Write notes in the margins</li> <li>*Persevere with a text to gain as much meaning as possible, even when some of the text is unclear</li> <li>*Use context clues to determine the meaning of unknown words</li> </ul> <p><b>Next Generation Writing &amp; Language Skills</b></p> <ul style="list-style-type: none"> <li>*Introduce precise claims</li> <li>*Develop the claim, supplying the most relevant evidence</li> <li>*Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic</li> <li>*Use appropriate and varied transitions to make critical connections, create cohesion, and clarify relationships among complex ideas and concepts</li> <li>*Maintain a style and tone appropriate to the writing task.</li> <li>*Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>*Acquire and accurately use general academic and content-specific words and phrases</li> </ul> <p><b>Focus Skills for Writing</b></p> <ul style="list-style-type: none"> <li>*Paragraph structure – break paragraphs into topic sentences and details OR topic sentences, supporting sentences, and details</li> </ul>	
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			<ul style="list-style-type: none"> <li>*Include sufficient evidence for a claim/point</li> <li>*Use transition words and phrases</li> <li>*Proofread to ensure verb tenses match throughout the written response</li> <li>*Proofread for errors in conventions</li> </ul>	
<p><b>Argument</b> *Regents tasks and parallel tasks</p>	<p>R1, R2, R3, R4, R6, R7, R8</p> <p>L4, L6</p> <p>W1a, W1b, W1c, W1d, W1e, W1f, W6, W7</p>	<p>What claim can I establish, how can I distinguish it from alternate or opposing claims, and how can I develop my argument using textual evidence?</p>	<p><b>Next Generation Reading &amp; Language Skills</b></p> <ul style="list-style-type: none"> <li>*Cite textual evidence to support analysis of explicit and inferential information</li> <li>*Identify central ideas of a text and analyze their development</li> <li>*Analyze a complex set of ideas or sequence of events and explain how ideas or events interact and develop</li> <li>*Determine the meanings of words and phrases literally, figuratively, and connotatively</li> <li>*Determine the author’s point of view or purpose</li> <li>*Integrate and evaluate sources on the same topic or argument in order to address a question</li> <li>*Delineate and evaluate an argument to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient</li> <li>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases</li> </ul> <p><b>General Reading Strategies</b></p> <ul style="list-style-type: none"> <li>*Reread to increase comprehension</li> <li>*Underline or circle key words and/or literary and rhetorical devices</li> <li>*Color-code text by subtopic or by “for/against” the issue</li> <li>*Summarize section by section or sentence by sentence</li> <li>*Write notes in the margins</li> <li>*Persevere with a text to gain as much meaning as possible, even when some of the text is unclear</li> </ul>	<p>Independent Assignment: Argument from a previous Regents Exam OR a parallel task developed similarly to the Regents</p>

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		<p>*Use context clues to determine the meaning of unknown words</p> <p><b>Next Generation Writing &amp; Language Skills</b></p> <p>*Introduce precise claims, establish the significance of the claims, distinguish the claims from counterclaims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence</p> <p>*Develop claims and counterclaims, supplying the most relevant evidence for each while pointing out the strengths and limitations of both</p> <p>*Use precise language and content-specific vocabulary to express the appropriate complexity of the topic</p> <p>*Use appropriate and varied transitions to make critical cohesion, and clarify the relationships among complex ideas and concepts</p> <p>*Provide a concluding statement or section that explains the significance of the argument presented</p> <p>*Maintain a style and tone appropriate to the writing task</p> <p>*Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation</p> <p>*Gather relevant information from multiple sources; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation</p> <p>*Acquire and accurately use general academic and content-specific words and phrases</p> <p><b>Focus Skills for Writing</b></p> <p>*Write without plagiarizing</p> <p>*Paraphrase</p> <p>*Cite sources properly</p>	
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			<ul style="list-style-type: none"><li>*Paragraph structure – break paragraphs into topic sentences and details OR topic sentences, supporting sentences, and details</li><li>*Include sufficient evidence for a claim</li><li>*Use transition words and phrases</li><li>*Proofread to ensure verb tenses match throughout the written response</li><li>*Proofread for errors in conventions</li></ul>	
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