

Teacher: CORE English 11
 Course: English Grade 11

Year: 2010-11
 Month: All Months

A u g u s t	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Narrative Writing	A1. Narrative Writing a. Personal Narrative/Memoir B1. Writing Process a. Brainstorming C1. Writing Traits a. Ideas b. Organization c. Voice	A1a. Construct a written personal narrative using the entire writing process. A1a. Construct a personal narrative that is individual, compelling and engaging. B1a. Use various oral and written brainstorming strategies to determine an effective idea for a personal narrative. B1a. Construct collaboratiely a list of coming of age movies and tv shows. Use critical thinking to identify what makes each one an					W.11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3c- Use a variety of techniques to sequence

		<p>example of a coming of age story.</p> <p>C1a. Using sensory details, write details that show rather than tell.</p> <p>C1b. Sequence ideas logically in written personal narrative.</p> <p>C1c. Select strong wording to reveal emotion appropriate to the piece.</p>				<p>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).</p> <p>W.11-12.3d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of</p>
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							the narrative.
Informational Writing	A2. Informational Writing c. Short Research Report B1. Writing Process b. Drafting with MLA C1. Writing Traits a. Ideas b. Organization c. Voice d. Sentence Fluency e. Word Choice f. Conventions g. Presentation	A1c. Construct a research report using outside sources. B1b. Apply MLA format in the writing process. C1a. Identify ideas and details that are relevant to your topic. C1b. Prioritize information for best organization of paper. C1c. Writing is engaging. C1d. Sentences enhance meaning. C1d. Sentences vary in length and structure. C1d. Appropriate transitions. C1d. Vary sentence beginnings. C1e. Words		Thesis, notetaking 1/1/2011 Draft 1/1/2011 Essay Final 1/1/2011			W.11-12.2-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.4-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 1-3 above.) W.11-12.8-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.11-12.2b-Develop

		<p>are specific, accurate, effective, and precise. C1e. Language enhances and clarifies meaning. C1f. Review convention of writing and MLA applications. C1f. Revise to improve conventions of writing and MLA applications. C1g. Adheres to MLA format in all aspects.</p>				<p>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.11-12.2c-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.11-12.2d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2e-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.11-12.2f-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.11-12.9b-Apply grades 11&#x2014;12</p>
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							Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
Poetic Writing	A3. Poetic Writing a. Poetry B1. Writing Process b. Drafting e. Publishing C1. Writing Traits c. Voice d. Word Choice	C1a. Compose journal responses based on published poems. C1b. Create a poem that is original, compelling and engaging. C2. Produce a ready to be published poem. C3a. Select words that are powerful and engaging.		Draft 1/1/2011 Workshop Conference 1/1/2011 Final 1/1/2011			W.11-12.4- 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 1-3 above.) W.11-12.5- Develop and strengthen writing as

		C3b. Develop an individual voice in finished poem.				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 Language standards 1-3 up to and including grades 11-12 on page 54.) W.11-12.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and
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						audiences.
Literary Analysis	<p>A4. Funtional Writing</p> <p>c. Test Writing - Regents</p> <p>d. Writing About Reading</p> <p>B1. Writing Process</p> <p>c. Revise/Proofread</p> <p>C1. Writing Traits</p> <p>a. Ideas</p> <p>d. Sentence Fluency</p> <p>f. Conventions</p>	<p>A4. Write a literary analysis of 2 works of literature, considering language use and literary elements.</p> <p>B1. Create in writing a clear, original, specific thesis statement.</p> <p>A4d. Use the entire writing process to develop details, examples, and images that develop and support the thesis.</p> <p>B1c. Use a peer review protocol to give and receive verbal and written feedback.</p> <p>C1a. Ideas are clear and supported with details.</p> <p>C1d. Write sentences that vary in length, structure, and beginnings.</p>		<p>Brainstorm 1/1/2011</p> <p>Draft (technicolor) 1/1/2011</p> <p>Final 1/1/2011</p> <p>Regents Exam 6/20/2011</p>		<p>W.11-12.1a- 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.</p> <p>W.11-12.1b- 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.</p> <p>W.11-12.1c-Use words, phrases, and clauses as well as varied</p>

		<p>C1d. Use thoughtful and creative transitions between sentences and thoughts.</p> <p>C1f. Demonstrate excellent control and accuracy with mechanics in writing.</p> <p>_____ Students will compare and contrast to see what unifies and differentiates various works.</p>				<p>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.</p> <p>W.11-12.1d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e- Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other</p>
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						<p>information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c-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.</p> <p>W.11-12.2d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f-Provide a concluding</p>
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							statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.9a-Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
Hybrid Writing	A5. Hybrid Writing a. Multi-genre projects B1. Writing Process b. Drafting c. Revising C1. Writing Traits	A5a. Synthesize common aspects from a wide range of literature as a cumulative review of the year. A5a.		Portfolio 1/1/2011 Regents Exam 1/1/2011			W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>a. Ideas b. Organization c. Voice d. Sentence Fluency g. Presentation</p>	<p>Transfer knowledge of one piece of literature to another. B1c. Evaluate the effectiveness of their draft and rewrite to create a clearer final project. C1a. Apply relevant anecdotes and details to enrich the central theme. C1d. Add words, phrases, sentences and paragraphs to clarify meaning. C1a. Maintain central ideas or focus. C1b. Create paragraphs that group related ideas. C1c. Uses topic, details, and language to strongly connect with the audience. C1a.</p>				<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.5-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 Language standards 1–3 up to and including grades 11–12 on page 54.) W.11-12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in</p>
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		<p>Connects strongly with the audience through the intriguing focus of the topic, selection of relevant details and the use of natural, engaging language.</p> <p>C1g. Design project in an ordered way that is pleasing to the eye.</p>				<p>response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.8- 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.</p> <p>W.11-12.2a- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to</p>
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										create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2b- 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.
	A5. Multi Genre Writing b. Journaling B1. Writing Process a. Brainstorm/Prewrite C1. Writing Traits a. Ideas c. Voice	A5b. Produce journal responses baed on essential questions, key ideas, and responses to literature. C1a. Provide,		Draft 3/1/2011						

		<p>relevant, quality, telling details.</p> <p>C1a. Writing from knowledge or experience; ideas are fresh and original.</p> <p>C1a. The writer takes risks with revealing details.</p> <p>C1c. Journal writing is honest, personal, and engaging.</p>						
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R9: Reading Strategies *

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Active Reading: Strategy Awareness	<p>Question author's purpose</p> <p>Identify difficult vocabulary</p> <p>Rereading for increased comprehension</p> <p>Make inferences for understanding</p> <p>Analyze of story structure</p>					<p>11.R.2.2.a-monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension</p> <p>11.R.2.3.a-use a variety of written</p>

							<p>responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge</p> <p>11.R.2.6.a-engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning</p> <p>11.R.2.7-Recognize and analyze the relevance of literature to contemporary and/or personal events and situations</p> <p>11.R.3.3.a-use a variety of written responses, such as double-entry journals and reading logs, to identify literary</p>
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							elements and evaluate their effectiveness
							<p>11.R.2.3.a- use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge</p> <p>11.R.2.6- Interpret multiple levels of meaning and subtleties in text</p> <p>11.R.2.6.a- engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning</p> <p>11.R.3.3.a- use a variety of written responses, such as double-entry</p>

							journals and reading logs, to identify literary elements and evaluate their effectiveness
	Connection to personal life and the larger world	<p>Recognize common aspects between characters and student's personal life</p> <p>Make connections between events and stories to historical events / current events in the world at large</p> <p>Make connections to previously read stories</p> <p>Explain, in writing, the relevance of the story based on the above connections</p>					<p>11.R.1.5- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large</p> <p>11.R.2.2.a- monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension</p> <p>11.R.2.6.a- engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding,</p>

							and cooperative group discussions, to construct meaning 11.R.2.7- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations
	Specific for Non-Fiction	Determine author's purpose and target audience Determine how non-fiction compliments fictional reading Select, reject, and reconcile ideas and information in light of biases					11.R.1.1- Locate and use school, public, and academic library resources for information and research 11.R.1.3- Identify and evaluate the reliability and validity of informational sources 11.R.1.5- Analyze and synthesize information from different sources, making connections and showing relationships to other

							texts, ideas, and subjects and to the world at large 11.R.3.2- Analyze and evaluate nonfiction
	Specific for Visual Information	Analyze and synthesize information from visual sources Determine relevancy of information on visual Prioritize relevant information from visual					11.R.2.6- Interpret multiple levels of meaning and subtleties in text 11.R.2.6.a- engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning 11.R.2.7- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations 11.R.3.2.a- identify text

							structure, using supports such as graphic organizers 11.R.3.2.b- preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
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R8:Literary Analysis

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Literary Analysis: Literacy Elements	Identify setting and significance Identify main characters and minor characters Explain characterization of each character Identify and explain conflict Identify and explain symbols and themes Identify and explain point of view Identify and explain other					

