

# ELA COMMON CORE PACING GUIDE/LESSON PLANNER

## 11<sup>th</sup> GRADE



Digital Version 2012-2013

## Overview of 11<sup>th</sup> Grade

The Common Core State Standards calls for 11<sup>th</sup> grade students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays and novels such that they can produce ample amounts of evidence to support inferences. Students who leave 11<sup>th</sup> grade know how to:

- perform tasks focused on recurrent themes in American literature
- perform tasks focused on foundational works of American political philosophy
- grasp subtleties of an author’s point of view
- perceive when a text is ambiguous
- determine how multiple themes or ideas combine to produce a complex narrative or explanation
- evaluate the premises, arguments and rhetoric present in seminal texts from American history
- demonstrate listening skills by synthesizing the comments and claims of others
- exercise outstanding teamwork when functioning in groups
- make oral and written arguments that are logical and well-reasoned
- objectively assess evidence on all sides of an issue
- possess fluency, flexibility and focus to produce high-quality drafts under tight deadlines
- be equally proficient at editing and revising written work

### First 9 Week Period

#### Recommendations for Pacing during the First 9 Week Period

Suggested Time Frame	Activity
1 week	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
4 weeks	I DO/WE DO: Read the Extended Text, <i>The Namesake</i> in its entirety and for close reading/routine writing and analyses. Read and write about the short texts, <i>Walden</i> , <i>A Week on the Concord and Merrimack Rivers</i> , <i>The Declaration of Independence</i>
2 weeks	YOU DO: Research Project
2 weeks	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

## FIRST 9 WEEK LESSON PLAN: Components

Reading Complex Texts			Writing about Texts
Type of Text	Title/Author	Reading Activity	Routine Writing and Analyses
Extended Text	<ul style="list-style-type: none"> <li><a href="#"><i>The Namesake</i></a></li> </ul> <p>Grade Level Equivalent: 7.8 Lexile Measure: 1210 Guided Reading Level: NR \$14.95 (304 pages)</p> <p>ISBN-13/ EAN: 9780618485222 ISBN-10:0618485228</p>	<ul style="list-style-type: none"> <li>Read entire novel as a class</li> <li>Re-read selected passages for Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>Write short responses to text-dependent questions while Close Reading</li> <li>Informative/Explanatory journal</li> </ul>
Short Texts: Literature	<ul style="list-style-type: none"> <li><a href="#"><i>Walden</i></a></li> <li><a href="#"><i>A Week on the Concord and Merrimack Rivers</i></a></li> </ul>	<ul style="list-style-type: none"> <li>Read selected text silently &amp; independently</li> <li>Re-read selected text orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>Write an Essay about purpose and tone.</li> <li>Summary Writing</li> </ul>
Short Texts: Informational	<ul style="list-style-type: none"> <li><a href="#"><i>Declaration of Independence</i></a></li> </ul>	<ul style="list-style-type: none"> <li>Read silently &amp; independently</li> <li>Re-read orally &amp; discuss in small and whole group</li> </ul>	<ul style="list-style-type: none"> <li>Write a narrative analogy paper</li> <li>Advice column</li> <li>Literary Analysis paper</li> </ul>
RL/RI 11.10			W 11.1-2, 4-6, 9-10



Fundamental Skills for Reading, Writing, and Research					
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 11.1:	RL/RI 11.2-9 SL11.2: SL11.3:	L11.1: L.11.1a: L.11.1b: L.11.2: L.11.2a: L.11.2b: L.11.3: L.11.3a: SL.11.6:	L.11.4: L.11.4a: L.11.4b: L.11.4c: L.11.4d: L.11.5: L.11.5a: L.11.5b: L.11.6:	SL.11.1:	SL.11.4: SL.11.5: SL.11.6:



Research Project	Narrative Writing
<p><b>Group Project: 2 weeks (1 week for research and 1 week for presentations)</b></p> <p>Present a formal written and an informal oral presentation about civil disobedience and/or revolts in our World such as:</p> <ul style="list-style-type: none"> <li>• Rosa Parks</li> <li>• Rodney King riots</li> <li>• Iraq War protest – Cindy Sheehan</li> <li>• Abortion clinic bombings</li> </ul> <p>Presentations may include:</p> <ul style="list-style-type: none"> <li>• Podcast/video/Power Points</li> <li>• Text with facts</li> <li>• Images depicting the setting and scenes</li> </ul>	<p><b>Write a Narrative paper on one of the following prompts:</b></p> <ul style="list-style-type: none"> <li>• Advice from the old is.....</li> <li>• Writing and rewriting 7 full drafts of Walden was.....</li> <li>• “Simply, simply” in my life would mean.....</li> <li>• Nothing lasts forever.....</li> <li>• My view on conformity is.....</li> <li>• All men are created equal.....</li> <li>• Our government .....</li> <li>• I would be motivated to fight for.....</li> <li>• Lifestyle is .....</li> </ul>
W11.7-9 RL/RI 11.1-10	W11.3-6 10

**I CAN Statements:**

I CAN write arguments that demonstrate my ability to use varied syntax.

I CAN cite textual evidence that logically sequences claim, counterclaims, reasons, and evidence.

I CAN write an informative/explanatory text so that each new element builds on that which precedes it to create a unified whole.

I CAN write using techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

I CAN evaluate the reasoning in seminal U.S. texts, use of legal reasoning, and arguments in works of public advocacy.

I CAN demonstrate the ability to synthesize comments, claims, and evidence made on all sides of an issue.

I CAN note discrepancies among data.

I CAN read, interpret, analyze, and evaluate a government document.

**Focus Standards:**

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
RL.11.1-4 RL.11.8-9 RL.11.10	RI.11.1-3 RI.11.5-9 RI.11.10	W.11.1 a-e W.11.2 a-f W.11.3 a-e W.11.4-8 W.11.9 a-b W.11.10	SL.11.1a-d SL.11.2-6	L.11.1 a-b L.11.2 a-c L.11.3 a L.11.4 4-d

**Vocabulary:** Select 5 – 10 tier two words from the extended and short text.

### First 9 Weeks: Resources

#### Student Resources:

[http://cybersmartcurriculum.org/students/links\\_2/](http://cybersmartcurriculum.org/students/links_2/)  
[www.pics4learning.com](http://www.pics4learning.com)

#### Teacher Resources:

The Namesake: ISBN---10:0395927218ISBN---13:978---0395927212  
<http://www.bookrags.com/lessonplan/the-namesake/intro.html>  
<http://www.ushistory.org/declaration/document/>  
<http://thoreau.eserver.org/walden00.html>

#### Writing:

##### Informative/Explanatory Writing:

Students will keep a journal describing four different cultural conflicts as they read *The Namesake*. Include an argument in support of the feelings experienced during the conflict.

**Literary Analysis:** Explain how Jefferson uses parallelism in his writing. Consider why he uses this technique to present the colonists' grievances against the British king.

##### Narrative Analogy:

Students will write about the following topics after reading *Walden* and *The Present*:  
If Thoreau and Dillard were to meet, what might each say about the other's work? How might Thoreau comment on Dillard's decision to return to the "black asphalt" and drive home?  
Would he agree with her assertion that the sense of the present is fleeting and infrequent? Explain

##### Persuasive Writing:

You are a local judge, and a citizen appears before your court to explain why he or she refuses to make their house payment. The individual says the house payments have skyrocketed due to interest rates and the bank will not lower the interest rate. Issue and defend your decision in this case.

<http://suite101.com/article/teaching-the-persuasive-essay-a47206>

##### Purpose Writing:

Write an essay on the Author's purpose and tone after reading both short text selections. Analyze and evaluate the effectiveness of the structure the author uses, including whether the structure makes points clear, convincing, and engaging. Analyze how style and content contribute to power, persuasiveness, or beauty of the text. After completing the first writing, write another short essay viewing an entirely different purpose and tone. What other secondary purposes does he have?

**Research Project:**

Research skills, internet research, documentation, bibliographies and bibliography note cards, note cards, formal & informal note-taking; how to analyze, compare & contrast, and present research and response to literature

<http://www.teachervision.fen.com/research-papers/writing/2123.html>

[http://www.readwritethink.org/search/?grade=16&resource\\_type=6&sort\\_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old\\_q=&srchwhere=full-site](http://www.readwritethink.org/search/?grade=16&resource_type=6&sort_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old_q=&srchwhere=full-site)

**Summary Writing:**

Have students read other selections from *Walden* and present a summary of the material to the class.

**Grammar/Language:****Grammar Focus:**

“The Language standards are written to suggest that language work should not be taught in isolation. Rather, language work should be interwoven across the day, so that conventions, vocabulary, and craft moves become a seamless part of the reading, writing, speaking, and listening already under way in your classroom”.

~Pathways to the Common Core

With Common Core, teaching grammar is driven by the literature-based lesson for each unit. Essential elements of grammar, how they function, and nods to style and efficacy is embedded in the literature selections and writing assessments. What this means is that instead of teaching grammar in isolation, the extended and short texts for each unit will be the source of the lesson, referencing back to *Grammar Handbook* as a resource and focal point.

**Reading:****Active Listening:****Choral Reading:**

<http://www.lessonplanet.com/search?keywords=choral+reading&media=lesson>

**Close Reading:****Summarize:**

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

# ELA COMMON CORE PACING GUIDE/LESSON PLANNER

## 11<sup>th</sup> GRADE Second 9 Weeks



Digital Version 2012-2013

## Second 9 Week Period

### Recommendations for Pacing during the Second 9 Week Period

Suggested Time Frame	Activity
1 week	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
4 weeks	I DO/WE DO: Read the Extended Text, <i>The Rights of Man</i> in its entirety and for close reading/routine writing and analyses. Read and write about the short texts, <i>Common Sense</i> , <i>The Crisis, No. 1</i> , <i>Bill of Rights</i> .
2 weeks	YOU DO: Research Project
2 weeks	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

### SECOND 9 WEEK LESSON PLAN: Components

Reading Complex Texts			Writing about Texts
Type of Text	Title/Author	Reading Activity	Routine Writing and Analyses
Extended Text	<ul style="list-style-type: none"> <li><a href="#">The Rights of Man</a></li> </ul> Grade Level Equivalent: 11 Lexile Measure: 1320 Guided Reading Level:	<ul style="list-style-type: none"> <li>Read entire text as a class</li> <li>Re-read selected passages for Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>Write short responses to text-dependent questions while Close Reading</li> <li>Author's purpose short essay</li> <li>Compare and Contrast writing</li> </ul>
Short Texts: Literature/Media	<ul style="list-style-type: none"> <li><a href="#">Common Sense by Thomas Paine</a></li> <li><a href="#">The Crisis, No. 1 by Thomas Paine (Essay)</a></li> </ul>	<ul style="list-style-type: none"> <li>Read document silently &amp; independently</li> <li>Re-read document orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>Expository Writing</li> </ul>
Short Texts: Informational	<ul style="list-style-type: none"> <li><a href="#">Bill of Rights</a></li> </ul>	<ul style="list-style-type: none"> <li>Read silently &amp; independently</li> <li>Re-read orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to an elected official.</li> </ul>
RL/RI 11.10			W 11.1-2, 4-6, 9-10





Fundamental Skills for Reading, Writing, and Research					
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 11.1:	RL/RI 11.2-9 SL11.2: SL11.3:	L11.1: L.11.1a: L.11.1b: L.11.2: L.11.2a: L.11.2b: L.11.3: L.11.3a: SL.11.6:	L.11.4: L.11.4a: L.11.4b: L.11.4c: L.11.4d: L.11.5: L.11.5a: L.11.5b: L.11.6:	SL.11.1:	SL.11.4: SL.11.5: SL.11.6:



Research Project	Narrative Writing
<p><b>Group Project: 2 weeks (research and presentation)</b></p> <p>Research an amendment of the Bill of Rights such as:</p> <ul style="list-style-type: none"> <li>• Freedom of speech</li> <li>• Right to keep and bear arms</li> <li>• Right of search and seizure</li> </ul> <p>Present a formal written and an informal oral presentation about the topic you researched.</p> <p>Presentations may include:</p> <ul style="list-style-type: none"> <li>• Podcast/video/Power Points</li> <li>• Text with facts</li> <li>• Images depicting the setting and scenes</li> </ul>	<p><b>Write a Narrative paper on one of the following prompts:</b></p> <ul style="list-style-type: none"> <li>• We are in a time that “tries men’s souls” because.....</li> <li>• Crisis makes me.....</li> <li>• If I were President for one week.....</li> <li>• You know it’s time to leave a situation when.....</li> <li>• American Independence means.....</li> </ul>
<p>W11.7-9 RL/RI 11.1-10</p>	<p>W11.3-6 10</p>

**I CAN Statements:**

I CAN write arguments that demonstrate my ability to use varied syntax.

I CAN cite textual evidence that logically sequences claim, counterclaims, reasons, and evidence.

I CAN write an informative/explanatory text so that each new element builds on that which precedes it to create a unified whole.

I CAN write using techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

I CAN evaluate the reasoning in seminal U.S. texts, use of legal reasoning, and arguments in works of public advocacy.

I CAN demonstrate the ability to synthesize comments, claims, and evidence made on all sides of an issue.

I CAN note discrepancies among data.

### Focus Standards:

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
RL.11.1-5 RL.11.9 RL.11.10	RI.11.1-9 RI.11.10	W.11.1a-e W.11.2a-f W.11.3a-e W.11.4-10	SL.11.1 a-d SL.11.2-6	L.11.1 a-b L.11.2 a-c L.11.3 a L.11.4 4-d L.11.5 a-b

**Vocabulary:** Select 5 – 10 tier two words from the extended and short text.

## Second 9 Weeks: Resources

### Student Resources:

[http://cybersmartcurriculum.org/students/links\\_2/](http://cybersmartcurriculum.org/students/links_2/)

[www.pics4learning.com](http://www.pics4learning.com)

### Writing:

#### Author's Purpose:

.What was the first part of Rights of Man written to accomplish? Cite information from the text to support your documentation. Analyze and evaluate the effectiveness of the structure the author uses in their writing. Analyze how the content may contribute to power, persuasiveness, or beauty of text.

#### Compare and Contrast Essay:

Compare and contrast the backgrounds of Paine and Burke, including an analysis of the role that the past had in their opinions of the American Revolution and the French Revolution, and Paine's surprise about Burke's criticism.

#### Expository Writing:

Identify the reasons Paine give in *The Crisis, No. 1*, for believing that God is on the side of the colonists. Infer why Paine starts his arguments by assuring his readers that God is on their side.

In *Common Sense*, when does Paine argue is the best time for a country to form a constitution? What present-day world events reflect the danger posed when a country has a “vacant seat of government”?

#### Letter Writing:

After researching an amendment to *The Bill of Rights*, write a letter to an elected official regarding what you researched and your opinion.

**Point of View Writing:**

<http://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/http://www.youtube.com/watch?v=6OGMlrRSALY>

**Response Writing:**

As students read their selected book, have them keep a response journal about what they are reading. Instead of summarizing the material, they are to reflect upon it and relate what they have read to their own lives. Responses might begin with a brief summary, or the statement, "The themes of this book are..." but the main portion of the response states, "This reminded me of a time in my life when..." or "These themes are relevant today because...". Before reading, start the journal out with the question, "Do you think some people are born with negative attitudes, or does every unhappy person get that way through experience?"

**Research Project:**

Research skills, internet research, documentation, bibliographies and bibliography note cards, note cards, formal & informal note-taking; how to analyze, compare & contrast, and present research and response to literature

[http://www.readwritethink.org/search/?grade=16&resource\\_type=6&sort\\_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old\\_q=&srchwhere=full-site](http://www.readwritethink.org/search/?grade=16&resource_type=6&sort_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old_q=&srchwhere=full-site)  
<http://www.teachervision.fen.com/research-papers/writing/2123.html>

**Grammar/Language:****Reading:****Active listening:****Close Reading:**

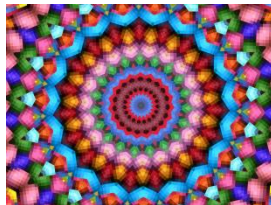
[http://web.cn.edu/kwheeler/reading\\_lit.html](http://web.cn.edu/kwheeler/reading_lit.html)

**Summarize:**

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

# ELA COMMON CORE PACING GUIDE/LESSON PLANNER

## 11<sup>th</sup> GRADE Third 9 Weeks



Digital Version 2012-2013

### Third 9 Week Period

#### Recommendations for Pacing during the Third 9 Week Period

Suggested Time Frame	Activity
1 week	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
4 weeks	I DO/WE DO: Read the Extended Text, <i>The Scarlet Letter</i> in its entirety and for close reading/routine writing and analyses. Read and write about the short texts, <i>The Raven</i> , <i>As I Lay Dying</i> , <i>Speech in Virginia Conference</i>
2 weeks	YOU DO: Research Project
2 weeks	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

#### THIRD 9 WEEK LESSON PLAN: Components

Reading Complex Texts			Writing about Texts
Type of Text	Title/Author	Reading Activity	Routine Writing and Analyses
Extended Text	<ul style="list-style-type: none"> <li><a href="#">The Scarlet Letter</a></li> </ul>	<ul style="list-style-type: none"> <li>Read entire text as a class</li> <li>Re-read text passages for Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>Write short responses to text-dependent questions while Close Reading</li> <li>Creative Writing</li> <li>Response Writing</li> <li>Summary Writing</li> </ul>
Short Texts: Literature	<ul style="list-style-type: none"> <li><a href="#">The Raven</a></li> <li><a href="#">As I Lay Dying Excerpt</a></li> </ul>	<ul style="list-style-type: none"> <li>Read document silently &amp; independently</li> <li>Re-read document orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis</li> <li>Informative Writing</li> <li>Drawing Conclusions</li> </ul>
Short Texts: Informational	<ul style="list-style-type: none"> <li><a href="#">Speech in the Virginia Convention</a></li> </ul>	<ul style="list-style-type: none"> <li>Read silently &amp; independently</li> <li>Re-read orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>Write a speech.</li> <li>Critical thinking essay</li> </ul>
RL/RI 11.10			W 11.1-2, 4-6, 9-10



Fundamental Skills for Reading, Writing, and Research					
<b>Cite Evidence</b>	<b>Analyze Content</b>	<b>Study &amp; Apply Grammar</b>	<b>Study &amp; Apply Vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
RL/RI 11.1:	RL/RI 11.2-9 SL11.2: SL11.3:	L11.1: L.11.1a: L.11.1b: L.11.2: L.11.2a: L.11.2b: L.11.3: L.11.3a: SL.11.6:	L.11.4: L.11.4a: L.11.4b: L.11.4c: L.11.4d: L.11.5: L.11.5a: L.11.5b: L.11.6:	SL.11.1:	SL.11.4: SL.11.5: SL.11.6:



Research Project	Narrative Writing
<p><b>Group Project: 2 weeks (research and presentation)</b></p> <p>Research a great speech in history, such as:</p> <ul style="list-style-type: none"> <li>•Duties of American Citizenship</li> <li>•We Shall Fight on the Beaches</li> <li>•Farwell to Baseball Address</li> <li>•The Third Phillippic</li> </ul> <p>Present a formal written and an informal oral presentation about the topic you researched..</p> <p>Presentations may include:</p> <ul style="list-style-type: none"> <li>• Podcast/video/Power Points</li> <li>• Text with facts</li> <li>• Images depicting the setting and scenes</li> </ul>	<p><b>Write a Narrative paper on one of the following alternate endings:</b></p> <ul style="list-style-type: none"> <li>• The image that evokes fear to me is.....</li> <li>• The symbolism of the bird, raven is .....</li> <li>• Illustrations in a story.....</li> <li>• “Actions speak louder than words” .....</li> <li>• “Give me liberty or give me death” has endured because.....</li> </ul>
W11.7-9 RL/RI 11.1-10	W11.3-6 10

**I CAN Statements:**

I CAN write arguments that demonstrate my ability to use varied syntax.

I CAN draw conclusions from text I have read.

I CAN write an informative/explanatory text so that each new element builds on that which precedes it to create a unified whole.

I CAN write using techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

I CAN evaluate the reasoning in seminal U.S. texts, use of legal reasoning, and arguments in works of public advocacy.

I CAN demonstrate the ability to synthesize comments, claims, and evidence made on all sides of an issue.

I CAN note discrepancies among data.

### Focus Standards:

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
RL.11.1-4 RL.11.6-9 RL.11.10	RI.11.1-3 RI.11.4 RI.11.8-9 RI.11.10	W.11.1a-e W.11.2a-f W.11.3a-e W.11.4-10	SL.11.1a-d SL.11.2 SL.11.4-6	L.11.1 L.11.4 L.11.4 g L.11.6 c-e

**Vocabulary:** Select 5 – 10 tier two words from the extended and short text.

### Third 9 Weeks: Resources

#### Student Resources:

[http://cybersmartcurriculum.org/students/links\\_2/](http://cybersmartcurriculum.org/students/links_2/)  
[www.pics4learning.com](http://www.pics4learning.com)  
<http://www.usmmm.org/education/forstudents/resource/>

#### Teacher Resources:

As I Lay Dying: ISBN---10:067973225XISBN---13:978---0679732259

#### Writing:

##### Creative Writing:

Point out to students that very little information is shared about Pearl at the end of *The Scarlet Letter*. Have students write an alternative ending to the book telling about what happens to Pearl at the end of *The Scarlet Letter*. Have students write an alternative ending to the book telling about what happens to Pearl.

##### Critical Thinking Essay:

Write an essay on what types of freedoms and privileges Henry is referring to that we have struggled to obtain. Include your opinion on what would happen if those freedoms and privileges were taken away.

##### Draw Conclusions:

Ask students why, at Ma's deathbed, Pa says, "God's will be done. Now I can get them teeth."

**Literary Analysis:**

Write down the descriptive and narrative details that Poe uses to evoke a mood of sadness and desolation in *The Raven*.

**Point of View Writing:**

Poe believed the death of a beautiful woman to be the most poetic of subjects. What subject(s) do you believe to be poetic?

**Response Writing:**

As students read their selected book, have them keep a response journal about what they are reading. Instead of summarizing the material, they are to reflect upon it and relate what they have read to their own lives. Responses might begin with a brief summary, or the statement, "The themes of this book are..." but the main portion of the response states, "This reminded me of a time in my life when..." or "These themes are relevant today because...." Write a concluding statement for each response in their journal.

**Research Project:**

Research skills, internet research, documentation, bibliographies and bibliography note cards, note cards, formal & informal note-taking; how to analyze, compare & contrast, and present research and response to literature

<http://www.teachervision.fen.com/research-papers/writing/2123.html>

[http://www.readwritethink.org/search/?grade=16&resource\\_type=6&sort\\_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old\\_q=&srchwhere=full-site](http://www.readwritethink.org/search/?grade=16&resource_type=6&sort_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old_q=&srchwhere=full-site)

**Summary Writing:**

Have students read from selected text and write a summary of the material.

**Grammar/Language:****Reading:****Active listening:****Choral Reading:**

<http://www.lessonplanet.com/search?keywords=choral+reading&media=lesson>

**Close Reading:****Summarize:**

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>



# ELA COMMON CORE PACING GUIDE/LESSON PLANNER

## 11<sup>th</sup> GRADE Fourth 9 Weeks



Digital Version 2012-2013

## Fourth 9 Week Period

### Recommendations for Pacing during the Fourth 9 Week Period

Suggested Time Frame	Activity
<b>1 week</b>	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
<b>4 weeks</b>	I DO/WE DO: Read the Extended Text, <i>The Great Gatsby</i> in its entirety and for close reading/routine writing and analyses. Read and write about the short texts, and watch the video.
<b>2 weeks</b>	YOU DO: Research Project
<b>2 weeks</b>	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

### FOURTH 9 WEEK LESSON PLAN: Components

Reading Complex Texts			Writing about Texts
Type of Text	Title/Author	Reading Activity	Routine Writing and Analyses
<b>Extended Text</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Great Gatsby novel</a></li> </ul> <p>Grade Level Equivalent: 10 Lexile Measure: 1070 Guided Reading Level: M \$9.00</p> <p><b>ISBN-10:</b> 0684801523 <b>ISBN-13:</b> 978-0684801520</p>	<ul style="list-style-type: none"> <li>• Read entire story as a class</li> <li>• Re-read selected passages for Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Write short responses to text-dependent questions while Close Reading</li> <li>• Differentiation Paper</li> <li>• Informative/Explanatory Paper</li> <li>• Response Writing</li> </ul>
<b>Short Texts: Literature</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Great Gatsby Excerpt</a></li> <li>• <i>The Great Gatsby</i> video</li> </ul>	<ul style="list-style-type: none"> <li>• Read document silently &amp; independently</li> <li>• Re-read document orally &amp; discuss</li> <li>• Watch video &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Authors Purpose</li> <li>• Summary Writing</li> </ul>
<b>Short Texts: Informational</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Fallacy of Success</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read silently &amp; independently</li> <li>• Re-read orally &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View Writing</li> <li>•</li> </ul>
RL/RI 11.10			W 11.1-2, 4-6, 9-10



Fundamental Skills for Reading, Writing, and Research					
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 11.1:	RL/RI 11.2-9 SL11.2: SL11.3:	L11.1: L.11.1a: L.11.1b: L.11.2: L.11.2a: L.11.2b: L.11.3: L.11.3a: SL.11.6:	L.11.4: L.11.4a: L.11.4b: L.11.4c: L.11.4d: L.11.5: L.11.5a: L.11.5b: L.11.6:	SL.11.1:	SL.11.4: SL.11.5: SL.11.6:



Research Project	Narrative Writing
<p><b>Group Project: 2 weeks (research and presentation)</b></p> <p>Research a topic related to the time period of <i>The Great Gatsby</i> such as:</p> <ul style="list-style-type: none"> <li>• The Prohibition Era</li> <li>• Temperance Group</li> <li>• Organized Crime</li> <li>• The Roaring 20s</li> </ul> <p>Present a formal written document and an informal oral presentation about the topic you researched.</p> <p>Presentations may include:</p> <ul style="list-style-type: none"> <li>• Podcast/video/Power Points</li> <li>• Text with facts</li> <li>• Images depicting the setting and scenes</li> </ul>	<p><b>Write a Narrative paper on one of the following prompts:</b></p> <ul style="list-style-type: none"> <li>• Hearsay is usually .....</li> <li>• Growing up in “the Jazz Age” .....</li> <li>• Going to a party when I don’t know anybody is...</li> <li>• Thinking you <b>know</b> someone.....</li> <li>• The moon was produced “out of a caterer’s basket” means.....</li> <li>• To me, success is .....</li> </ul>
<p>W11.7-9 RL/RI 11.1-10</p>	<p>W11.3-6 10</p>

**I CAN Statements:**

I CAN write arguments that demonstrate my ability to use varied syntax.

I CAN cite textual evidence that logically sequences claim, counterclaims, reasons, and evidence.

I CAN write an informative/explanatory text so that each new element builds on that which precedes it to create a unified whole.

I CAN write using techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

I CAN evaluate the reasoning in seminal U.S. texts, use of legal reasoning, and arguments in works of public advocacy.

I CAN demonstrate the ability to synthesize comments, claims, and evidence made on all sides of an issue.

I CAN note discrepancies among data.

I CAN read, interpret, analyze, and evaluate a chapter from a novel.

**Focus Standards:**

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
RL.11.1-3 RL.11.7 RL.11.8 RL.11.10	RI.11.1-3 RI.11.5 RI.11.7 RI.11.10	W.11.1 a-e W.11.2 a-f W.11.3 a-e W.11.4-10	SL.11.1 a-d SL.11.2-6	L.11.1 a-b L.11.2 a-c L.11.3 a L.11.4 a-d L.11.5 a-b L.11.6 L.11.7. c

**Vocabulary:** Select 5 – 10 tier two words from the extended and short text.

**Fourth 9 Weeks: Resources****Student Resources:**

[http://cybersmartcurriculum.org/students/links\\_2/](http://cybersmartcurriculum.org/students/links_2/)

[www.pics4learning.com](http://www.pics4learning.com)

<http://www.usmmm.org/education/forstudents/resource/>

**Teacher Resources:**

[http://www.gutenberg.org/files/11505/11505---h/11505---h.htm#THE\\_FALLACY\\_OF\\_SUCCESS](http://www.gutenberg.org/files/11505/11505---h/11505---h.htm#THE_FALLACY_OF_SUCCESS)

**Writing:****Authors Purpose:**

The narrator says that people vehemently denied knowing the hosts whereabouts. Ask students what such denial suggests about the guests and their host. What is the significance of Gatsby's absence? Why did Fitzgerald choose Nick as the narrator of the story?

**Differentiation Paper:**

Have students write a paper on how the novel and book selection relates as a whole. Why do you think the authors of the textbook picked this selection to go in the book? State discrepancies, if any, that you find between the two documents.

**Creative Writing:**

*The Great Gatsby* was a narrated story. Think of a current event, sporting event, or something you personally witnessed and narrate the story for the class to critique.

**Informative/Explanatory Paper,**

Have students write an informative paper on what can happen when social relationships are based on convenience or opportunism, expecting to get something out of the relationship without having to return much, rather than mutual interests, respect, and such things. How is your answer similar and/or different if it were a personal relationship?

**Literary Analysis:**

After reading *The Fallacy of Success*, have students write a paper addressing the author's claims and respond with counterclaims, reasons, and evidence to what he is writing about.

**Point of View Writing:**

*The Great Gatsby* was not a successful book in its day or for the remainder of Fitzgerald's life and sold less than 25,000 copies over the next 15 years. Today, it is considered one of the greatest American novels. Why do you think the book was so unsuccessful in its day? Document what you think Fitzgerald would think and feel today. Why is it considered one of the greatest American novels?

**Response Writing:**

As students read their selected book, have them keep a response journal about what they are reading. Instead of summarizing the material, they are to reflect upon it and relate what they have read to their own lives. Responses might begin with a brief summary, or the statement, "The themes of this book are..." but the main portion of the response states, "This reminded me of a time in my life when..." or "These themes are relevant today because...."

**Research Project:**

Research skills, internet research, documentation, bibliographies and bibliography note cards, note cards, formal & informal note-taking; how to analyze, compare & contrast, and present research and response to literature

[http://www.educationworld.com/a\\_lesson/00-2/lp2014.shtml](http://www.educationworld.com/a_lesson/00-2/lp2014.shtml)

<http://www.usmm.org/education/forstudents/resource/>

[http://www.readwritethink.org/search/?grade=16&resource\\_type=6&sort\\_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old\\_q=&srchwhere=full-site](http://www.readwritethink.org/search/?grade=16&resource_type=6&sort_order=alpha&q=research+paper&srchgo.x=9&srchgo.y=12&old_q=&srchwhere=full-site)

<http://www.teachervision.fen.com/research-papers/writing/2123.html>

## Grammar/Language:

### Reading:

**Active listening:**

**Choral Reading:**

<http://www.lessonplanet.com/search?keywords=choral+reading&media=lesson>

**Close Reading:**

**Summarize:**

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

## Resources

### General Teacher Resources:

<http://cybersmartcurriculum.org/>

<http://www.parconline.org/classroom>

<http://www.achievethecore.org/>

<http://teacher.scholastic.com/writeit/fiction/>

<http://www.scholastic.com/teachers/lesson-plan/>

<http://www.watchknowlearn.org/Category.aspx?CategoryID=76>

<http://school.discoveryeducation.com/schrockguide/referenc.html>

<http://www.inspiration.com/lessonplans/inspiration>

<http://www.webenglishteacher.com/argument.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

### Narrative Paper:

<http://www.teachervision.fen.com/creative-writing/printable/54692.html>

<http://www.time4learning.com/scope-sequence/8th-language-arts.shtml>

### Plagiarism:

<http://www.findingdulcinea.com/guides/Education/In-The-Classroom/Plagiarism-In-The-Classroom.html>

[http://www.wtps.org/wths/imc/professionaldevelopment/district%20librarians/district%20librarian\\_plagiarism.htm](http://www.wtps.org/wths/imc/professionaldevelopment/district%20librarians/district%20librarian_plagiarism.htm) (also has a game)