

2023 English Language Arts Curriculum

Grade 11

Born on August 23, 2022 by the South Bergen Jointure Commission Board of Education

Revisions adopted on August 22, 2023 by the South Bergen Jointure Commission Board of Education

Aligned to the [2016 New Jersey Student Learning Standards for English Language Arts \(NJSLS-S\)](#)



The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

2016 New Jersey Student Learning Standards
English Language Arts (NJSLS-ELA): Grade 10

English Language Arts: Anchor Standards

Cross Curricular Connections	
Interdisciplinary Connections	
Career Readiness, Life Literacies and Key Skills	
Computer Science and Design Thinking	

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

**ENGLISH LANGUAGE ARTS: GRADE 11
GENERAL CURRICULUM: PACING GUIDE**

SEPTEMBER	OCTOBER	NOVEMBER-DECEMBER		APRIL	MAY-JUNE
Unit 1: The Epic Poem Fiction/Epic Poem: <i>Beowulf</i>	Unit 2: Satire/Parody Novel: Animal Farm by George Orwell “Animal Farm: The Russian Revolution” Article	Unit 3: Shakespeare Poetry: Sonnet “73” Drama: <i>Romeo and Juliet</i>			

PACING GUIDE: GENERAL CURRICULUM
ENGLISH LANGUAGE ARTS: GRADE 11

MONTH	TEXTS	SKILLS	NJSLS
SEPTEMBER Unit 1 The Epic Poem	Fiction/Epic Poem: <i>Beowulf</i>	- Reading: Attentive reading to promote visualization. - Literary Elements: Hero’s Journey, parable. - Writing: Writing for an established task and purpose	RL.11-12.4 RL.11-12.7 RL.11-12.10 W.11-12.2 W.11-12.4 W.11-12.6 SL.11-12.1 SL.11-12.2 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
MATERIALS			
<i>Beowulf</i> “A Practical Guide to the Hero with a Thousand Faces” - Star Wars: Episode IV			
ACTIVITIES			
Discussion: Establish rules for classroom discussion: coming to the conversation prepared, setting goals, defining roles, using detail, posing questions, and reflecting on answers, and demonstrating command of formal English when appropriate. (These skills should be worked on all year; the rules should be posted as reminders for the students.) (SL. 11-12.1, SL. 11-12.2) Vocab Review: Review new vocabulary before, during, and after reading. (L. 11-12.4, L. 11-12.5) What is meant by Hero? First, access students’ prior knowledge by asking them to state their hero; list the qualities of these heroes on the SmartBoard. Have students read a short article titled: “A Practical Guide to the Hero with a Thousand Faces.” Following this, students will research a character that they think has successfully completed all twelve stages of the hero’s journey. They will be asked to design a 12-paneled comic strip illustrating how their character has achieved the title of epic hero. Students will have the option of completing this activity by hand or by using a computer. After completion, students will publish their comics on the class’s webpage. (L. 11-12.1, W. 11-12.6)			

• <u>Visualize</u>: Students will reread a short passage from the epic poem. They will be asked to visualize, imagining the scene by seeing and hearing the battle taking place, illustrating it in an art form of their choice. They will then look at the author’s specific word choice and phrasing, underlining those that affect their senses most vividly. (RL. 11-12.4) • <u>Star Wars Episode 4</u>: Students will watch Star Wars: Episode 4 and compare Luke Skywalker’s journey to Beowulf’s heroic adventures. They will decide whether or not Luke Skywalker, like Beowulf, completed all twelve stages of the hero’s journey. They will use this analysis for their essay. (RL. 11-12.) • <u>The Hero’s Journey Essay</u>: After reading <i>Beowulf</i>, students will revisit “A Practical Guide to the Hero with a Thousand Faces.” In the form of a graphic organizer, they will check off whether Beowulf successfully completed all twelve stages of the hero’s journey. They will then be asked to write an essay answering the question: “What is heroic?” They will pick their favorite mythical hero from a story or film and write a comparative essay juxtaposing Beowulf to their chosen hero. (W. 11-12.2, W. 11-12.4, L. 11-12.1, L. 11-12.2, L. 11-12.3)	
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MONTH	TEXTS	SKILLS	NJSLS
OCTOBER	Nonfiction: Animal Farm by George Orwell	• Reading: Attentive reading to discover how an author can say one thing but mean something entirely different. • Literary Elements: Satire/Parody • Writing: Writing for an established task and purpose	RL.11-12.6 RL.11-12.10 RI.11-12.2 RI.11-12.5 RI.11-12.6 L.11-12.5
Unit 2 Satire/Parody	“Animal Farm: The Russian Revolution” Article		SL.11-12.5 SL.11-12.6 W.11-12.6 SL.11-12.1 SL.11-12.2
MATERIALS			L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6
• Animal Farm by George Orwell • “Animal Farm: The Russian Revolution” Article • Satire/Parody Power Points			
ACTIVITIES			
• <u>Discuss</u>: During class discussions on readings, ask students questions which require them to determine the main idea from the variety of texts being read and then cite evidence from the text that supports this central idea. (SL. 11-12.1, SL. 11-12.2) • <u>Vocab Review</u>: Review new vocabulary before, during, and after reading. (L.11-12.4, 12.5) • <u>Building a definition for the term satire</u>: Have students read a modern satirical piece or view a modern satirical news clipping. Students will analyze the subject (what is it about?), occasion (why was it written? What is going on at the time that the author is mocking?) audience (who is the article aimed at?), purpose (what does the author hope to achieve by writing it?), and speaker (how does the author establish him/herself as an authority on the subject?). Discuss with the students the author’s approach to the subject and whether or not the way it’s written is to inform or to ridicule. Then have students come up with a definition for the term satire. (L. 11-12.1) • <u>Satirical Devices</u>: Review the key terms associated with satire: hyperbole, sarcasm, irony, parody, etc. Then, have students read and analyze “Animal Farm” to show how that which is directly stated in a text may differ from what is really meant. Students will be asked to identify these literary devices as they were found in the essay, and then conclude by determining what Orwell’s tone is and what means he used to develop this tone. (RL. 11-12.6, RI. 11-12.5, RI. 11-12.6, L. 11-12.5, RI. 11-12.2)			

Imitating Satire: Students will develop their own satirical production. They will address a social problem of their own time (e.g., poverty, unemployment, environmental issues) in order to create an imitative but original piece of writing. The final project can be in any of the following formats of digital media: blog entry, news broadcast, recorded song. (RI. 11-12.5, SL. 11-12.5, W. 11-12.6, L. 11-12.3)

MONTH	TEXTS	SKILLS	NJSLS
NOVEMBER-DECEMBER Unit 3 Shakespeare	Poetry: Sonnet "73" Drama: <i>Romeo and Juliet</i>	- Reading: Attentive reading to unravel how both the denotation and connotation of a word can affect the reader's understanding of a text. - Writing: writing for an established task and purpose (informative, entertaining) - Literary Elements: Drama, Genres, Tragic Hero, Figurative language	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10
MATERIALS			
<i>Romeo and Juliet</i> - Sonnet "73" - Selected scenes from <i>Romeo and Juliet</i> (1978), <i>Romeo + Juliet</i> (1996) - Shakespeare PowerPoints			
ACTIVITIES			
<u>Discuss</u>: During class discussions on readings, ask students questions which require them to determine the main idea from the variety of texts being read and then cite evidence from the text that supports this central idea. (SL. 11-12.1, SL. 11-12.2) <u>Vocab Review</u>: Review new vocabulary before, during, and after reading. (L.11-12.4, 12.5) <u>Dramatic Genres</u>: Students will be introduced to the three main genres of Shakespeare's work: tragedies, comedies, and histories. After they learn the different elements of each, they will read the Prologue of <i>Romeo and Juliet</i>. Students will be asked to answer the question: From the Prologue, what three pieces of evidence within the fourteen lines allow the reader to know that <i>Romeo and Juliet</i> is a tragedy? How does beginning the play in this manner shape the meaning of the text and contribute to the narrative arc? (RL. 11-12.5) <u>How Diction Shapes the Text</u>: Review the definitions for figures of speech (simile, metaphor, hyperbole). Explain the difference between denotative and connotative meanings (objective vs. subjective, use the example of mother: female parent vs. a word that creates emotions of love, security, care). Modeling, have them reread Romeo's lines (41-51) where he describes first setting eyes on Juliet; have students define each word they are unsure the meaning of and then identify the figures of speech used in the passage. Then, independently, students will read Romeo's lines (91-95) and carry out the same activity on their own. Ask them how the simile of the pilgrim shapes the relationship between Romeo and Juliet. (RL. 11-12.1, RL. 11-12.4, RL. 11-12.6, L. 11-12.1, L. 11-12.5b) <u>The Tragic Hero</u>: Teach the characteristics of a tragic hero. Students will then return to their hero essay written at the beginning of the year, expanding it to include the tragic hero, revising it to become a comparative essay. (W. 11-12.5) <u>Film Comparison</u>: Students will compare scenes from two film productions of <i>Romeo and Juliet</i>, evaluating how each version interprets the source text and then debating which aspects of the enacted interpretations of the play best capture a particular character, scene, or theme. (RL. 11-12.7)			

MONTH	TEXTS	SKILLS	NJSLS
JANUARY-MARCH Unit 4 Science Fiction	Short Story: "Harrison Burgeron" Novel: <i>War of the Worlds</i>	- Reading: Attentive reading to draw comparisons to one theme found in a variety of texts - Writing: writing for an established task and purpose - Literary Elements: Science Fiction, rhetoric.	RL.11-12.10 RL.11-12.5 RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.8 RI.11-12.9 W.11-12.1 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.6 L.11-12.4 L.11-12.5 L.11-12.6
MATERIALS			
- Kurt Vonnegut's "Harrison Burgeron" - The Declaration of Independence - Bill of Rights H. G. Well's <i>War of the Worlds</i> - Excerpts from Darwin's <i>Origin of Species</i> - Power Points			
ACTIVITIES			
<u>Discuss</u>: During class discussions on readings, asks students questions which require them to determine the main idea from the variety of texts being read and then cite evidence from the text that supports this central idea. (SL. 11-12.1, SL. 11-12.2) <u>Vocab Review</u>: Review new vocabulary before, during, and after reading. (L.11-12.4, L. 11-12.5) <u>Elements of Science Fiction</u>: Review the main elements of science fiction: a fantastical time setting, characters unlike humans, advent of new technologies, scientific principles that conquer laws of nature, paranormal abilities, other universes, etc. Access prior knowledge (e.g., Star Wars film watched earlier in the year) and have students predict how these elements can cause the structure of a science fiction novel to be manipulated. (RL. 11-12.5) <u>Comparing Themes</u>: Students will return to the opening words of The Declaration of Independence. They will be asked to define the terms freedom and equality as it is defined in this text. They will then study the Bill of Rights (for its content as well as its rhetoric) and be asked to define the terms as they appear in this text. Ask them to cite evidence within the text that supports their analysis. They will then draw comparisons to the government rules found in Vonnegut's short story, <i>Harrison Burgeron</i>, and write an exposition combining all three texts in order to generate an all-encompassing response to the questions: What is freedom? What is equality? (RI. 11-12.1, RI. 11-12.4, RI 11-12.8, RI. 11-12.9, W. 11-12.1, W. 11-12.9b) <u>Survival of the Fittest</u>: Darwin's evolutionary theory stated in his 1859 <i>On the Origin of Species</i>—which argued that an individual's ability to adapt to a changing environment—plays an important role in the outcome of the <i>War of the Worlds</i>. Have students read key passages that Darwin wrote on the topic of survival of the fittest, then have them compare it to instances in <i>War of the Worlds</i> which describe the Martians lethargy while on Earth. Have them explain how Darwin, who was popularly read at the time, could have influenced Well's novel. And to what extent is how we deal with the unexpected, the stressful, and the disastrous, still relatable to our times today? (RI. 11-12.3)			

MONTH	TEXTS	SKILLS	NJSLS
APRIL-JUNE Unit 5 Mystery	Novel: <i>A Study in Scarlet</i> by Sir Arthur Conan Doyle	• Reading: Attentive reading to unravel a novel's conflict caused by a theme. • Writing: writing for an established task and purpose • Literary Elements: Theme, Mystery, Suspense.	RL.11-12.2 RL.11-12.3 RL.11-12.9 RL.11-12.10 W.11-12.3 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.6 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
MATERIALS			
• Sir Arthur Conan Doyle's <i>A Study in Scarlet</i> • Power Points			
ACTIVITIES			
• <u>Discuss</u>: During class discussions on readings, ask students questions which require them to determine the main idea from the variety of texts being read and then cite evidence from the text that supports this central idea. (SL. 11-12.1, SL. 11-12.2) • <u>Vocab Review</u>: Review new vocabulary before, during, and after reading. (L.11-12.4, 12.5) • <u>Opening a Mystery</u>: Students analyze their first impressions of Sherlock Holmes based on the setting and how the characters are introduced. By comparing these first impressions with their later understanding based on how the action is ordered and the characters are developed over the course of the novel, students will understand the impact of Sir Arthur Conan Doyle's choices in relating elements of the story. (RL. 11-12.3) • <u>Science versus The Supernatural</u>: Students will follow the themes of science and the supernatural throughout their reading of <i>A Study in Scarlet</i>. After completing the reading, they will provide an objective summary of the text wherein they analyze how, over the course of the text, different characters embody these themes and what they come to represent as a result. (RL. 11-12.2) • <u>The Mystery Writer</u>: Students will develop their own mystery as they create a narrative that includes a narrator, characters, and a progression of events. They will use their compilation of dialogue and description to create a coherent short story that utilizes language appropriately to convey a vivid picture of the experiences of their detective. (L. 11-12.2, W. 11-12.3)			

ASSESSMENT GUIDE: GENERAL CURRICULUM
ENGLISH LANGUAGE ARTS: GRADE 11

SEPTEMBER	OCTOBER	NOVEMBER- DECEMBER
<u>Unit 1: The Epic Poem</u> ● Respond to Literature Activities ○ Comprehension Check ○ Reading Skills ○ Word Power ○ Literary Element ○ Writing Graphic Organizer ● End of Unit Test (RL. 11.10) <u>Culminating Activity:</u> The Hero's Journey Essay: After reading <i>Beowulf</i>, students will revisit "A Practical Guide to the Hero with a Thousand Faces." In the form of a graphic organizer, they will check off whether Beowulf successfully completed all twelve stages of the hero's journey. They will then be asked to write an essay answering the question: "What is heroic?" They will pick their favorite mythical hero from a story or film and write a comparative essay juxtaposing Beowulf to their chosen hero. (W. 11-12.1)	<u>Unit 2: Satire/Parody</u> ● Respond to Literature Activities ○ Comprehension Check ○ Reading Skills ○ Word Power ○ Literary Element ○ Writing Graphic Organizer ● End of Unit Test (RL. 11.10) <u>Culminating Activity:</u> Students will develop their own satirical production. They will address a social problem of their own time (e.g., poverty, unemployment, environmental issues) in order to create an imitative but original piece of writing. The final project can be in any of the following formats of digital media: blog entry, news broadcast, recorded song. (RI. 11-12.5, SL. 11-12.5, W. 11-12.6, L. 11-12.3)	<u>Unit 3: Shakespeare</u> ● Teacher-made Assessments: ○ Comprehension Check ○ Reading Skills ○ Understanding of Vocabulary ○ Knowledge of Literary Elements <u>Culminating Activity:</u> Song Project: Students will create lyrics for a song based on <i>Romeo and Juliet</i>. Have students do a word association where they list words that remind them of the play (love, infatuation, romance, youth, revenge, death). Then, drawing from these words, have them pick a word of their choice and create a song based around this particular theme. (L. 11-12.2, L. 11-12.3)

JANUARY-MARCH	APRIL-JUNE
<u>Unit 4: Science Fiction</u> ● Teacher-made Assessments: ○ Comprehension Check ○ Reading Skills ○ Understanding of Vocabulary ○ Knowledge of Literary Elements <u>Culminating Activity</u> Comparing Themes: Students will return to the opening words of The Declaration of Independence. They will be asked to define the terms freedom and equality as it is defined in this text. They will then study the Bill of Rights (for its content as well as its rhetoric) and be asked to define the terms as they appear in this text. Ask them to cite evidence within the text that supports their analysis. They will then draw comparisons to the government rules found in Vonnegut’s short story, <i>Harrison Burgeron</i>, and write an exposition combining all three texts in order to generate an all-encompassing response to the questions: What is freedom? What is equality? (RI. 11-12.1, RI. 11-12.4, RI 11-12.8, RI. 11-12.9, W. 11-12.1, W. 11-12.9b)	<u>Unit 5: Mystery</u> ● Teacher-made Assessments: ○ Comprehension Check ○ Reading Skills ○ Understanding of Vocabulary ○ Knowledge of Literary Elements <u>Culminating Activity</u> The Mystery Writer: Students will develop their own mystery as they create a narrative that includes a narrator, characters, and a progression of events. They will use their compilation of dialogue and description to create a coherent short story that utilizes language appropriately to convey a vivid picture of the experiences of their detective. (L. 11-12.2, W. 11-12.3)

INTERVENTION CURRICULUM

Introduction: The following curriculum adheres to the Essential Elements for English Language Arts developed as part of the Dynamic Learning Maps™ (DLM®) project. The five domains of English Language Arts that form the foundation of this curriculum are: Reading Literature, Foundational Skills, Writing, Speaking and Listening, and Language. A progression of skills in these areas is represented throughout this district's K-12 English Language Arts curricula.

Essential Elements: English Language Arts

The Dynamic Learning Maps™ (DLM®) Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities.

Reading Intervention Programs:

In order to address the wide range of English Language Arts needs which exist among our population of students, the district employs the use of various intervention-based reading programs. These programs reflect two approaches to reading intervention instruction: sight word-based reading and phonics-based reading.

Sight Word-Based Programs:

- [Edmark Reading Program](#)
Widely regarded as the "one that works," the Edmark Reading Program has long helped students who need an alternative to phonics. The key to this success is the program's use of a carefully sequenced, highly repetitive word recognition method combined with errorless learning. This approach eliminates incorrect responses and helps students view themselves as readers.
- [Reading Milestones](#)
Reading Milestones is the most popular reading program of its kind. This successful alternative, language-controlled program is designed to take readers to approximately a fifth grade reading level. It is especially effective for students with hearing impairments and language delays and is also widely used with others who have special language and reading needs, including individuals with learning disabilities, developmental disabilities, and English Language Learners (ELL). These students are aided by reading materials designed to match their language levels and which progress in steps small enough to ensure continued success in reading.

Phonics Based Programs:

- [Preventing Academic Failure \(PAF\)](#)
Preventing Academic Failure (PAF) is an early intervention program for teaching reading, spelling, and handwriting in grades K-3. It prevents or addresses reading failure in learning disabled and struggling readers. PAF is based on the latest scientific research and is consistent with the findings of the National Reading Panel. PAF is the most effective classroom adaptation of Orton-Gillingham instruction and the only one coordinated with a comprehensive reading series. Orton-Gillingham was designed specifically for teaching reading to dyslexic students.
- [The Wilson Reading System](#)

Based on Orton-Gillingham principles, The Wilson Reading System (WRS) is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. Appropriate for students in grade 2 and beyond, WRS is widely used with notable success in public and private schools, clinics, adult education classes, family literacy programs, and correctional facilities. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of Wilson Academy’s extensive online resources and support.

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PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Edmark Reading Program	Pre-Reading: Students gain a basic understanding of visual discrimination through matching activities.	N/A
	Word Recognition: Students systematically progress through the identification of sight words by pairing spoken words with the printed words. Based on the student’s form of communication, words are identified verbally or through the use of a communication device.	EE.RF.9-10.4
	Direction Cards: Students learn the meanings of words by selecting Illustration Cards that correctly depict the words and phrases that are presented.	
	Picture/Phrase Cards: Students pair word, phrase and sentence cards with simple illustrations of items, situations or activities to gain a broader understanding of the meaning of words.	
	Story Reading: Students are presented with mastered sight words in a story format providing a bridge from program materials to the types of text students will encounter daily.	EE.RL.9-10.1 – EE.RL.9-10.10 EE.RI.9-10.1 – EE.RI.9-10.10

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Reading Milestones	Pre-Reading Activities: • Develop and activate prior knowledge • Present new concepts and sight words • Establish a purpose for reading	N/A
	Story Reading: Students draw upon knowledge of previously mastered and newly acquired sight words to read text aloud in a story format. • During reading activities, such as questioning, used to monitor student comprehension	EE.RL.9-10.1 – EE.RL.9-10.10 EE.RI.9-10.1 – EE.RI.9-10.10
	Post-Reading Activities: Student develop an understanding of story structure, fluency and story retelling.	
	Spelling: Students receive instruction focusing on phonological awareness and sound-spelling correspondence to improve word recognition, automaticity and spelling accuracy.	EE.RF.9-10.3, EE.RF.9-10.4

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Preventing Academic Failure	Review: Students review previously learned sound/symbol associations, non-phonetic words and suffixes.	EE.RF.9-10.3, EE.RF.9-10.4
	Introduction of New Material: A new concept is taught from one of the following areas: 1. Sound/Symbol Associations (Phonograms) 2. Non-Phonetic Words (Red Words) 3. Suffixes 4. Syllable Types and Syllable Division 5. Spelling Rules	
	Spelling Dictation: Students apply the new concept to the spelling of words in isolation and in sentences.	
	Reading: Student read word, phrase and sentence lists to develop accuracy and fluency. Students read decodable text with an adult to develop comprehension skills.	EE.RL.9-10.1 – EE.RL.9-10.10 EE.RI.9-10.1 – EE.RI.9-10.10
	Reinforcement: Students work independently for additional practice.	All EE's Listed Above

PROGRAM		LESSON DETAILS	ESSENTIAL ELEMENTS
Wilson Reading System	Reading	Quick Drill	EE.RF.9-10.3, EE.RF.9-10.4
		Teach and Review Concepts for Reading	
		Read Aloud: Word Cards, Word List and Sentence Reading	
	Spelling	Quick Drill (Reverse)	EE.RF.9-10.3, EE.RF.9-10.4
		Teach and Review Concepts for Spelling	
		Written Work: Dictation- sounds, words and sentences	
	Comprehension & Fluency	Controlled Passage Reading	EE.RL.9-10.1 – EE.RL.9-10.10
		Listening Comprehension	EE.RI.9-10.1 – EE.RI.9-10.10

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Adapted Literature: In order to expose students to literature and build their understanding of basic story elements and general reading comprehension skills, a series of adapted reading trade books have been embedded in the English Language Arts Intervention Curriculum for Grade 11. By combining exposure to such literature, in combination with the implementation of individual reading programs, students receive instruction in English Language Arts that is comprehensive and designed to address all of the Essential Elements which are outlined for this grade level.

MONTH	TEXT	SKILLS	ESSENTIAL ELEMENTS
OCTOBER/NOVEMBER Unit 1: Classic Literature	<i>The Jungle Book</i>	• Literary Elements: Setting, Point of View, Figures of Speech, Theme • Writing: Comparative • Grammar: Capitalization	EE.RL.11-12.1 – EE.RL.11-12.10, EE.W.11-12.1
ACTIVITIES			
• <u>Discussion</u>: Hold class discussions on readings summarizing basic story elements such as characters, setting, plot and theme. • <u>Vocabulary</u>: Review new vocabulary words, before, during, and after reading. • <u>Setting</u>: The setting of a story provides answers to the questions: at what time period and in what geographic location does the action of the story occur? Ask students about how they feel during different times of the day (before school, during school, after school, night time). The setting of a story often affects the mood of the story; how do the settings of Poe’s short stories affect the narrative?			

MONTH	TEXT	SKILLS	ESSENTIAL ELEMENTS
DECEMBER-FEBRUARY Unit 2: Shakespeare Tragedies	Drama: Romeo and Juliet	• Literary: Theme; Comparing the Original Text to an Adaptation. • Writing: Syntax; Narrative/Grammar: End punctuation	EE.RL.11-12.1 – EE.RL.11-12.10, EE. W. 11-12.3
ACTIVITIES			
• <u>Discussion</u>: Hold class discussions on readings summarizing basic story elements such as characters, setting, plot and theme. • <u>Vocabulary</u>: Review new vocabulary words, before, during, and after reading.			

MONTH	TEXT	SKILLS	ESSENTIAL ELEMENTS
APRIL-JUNE Unit 3: Science Fiction	Novel: <i>The War of the Worlds</i>	- Literary: Character Development - Writing: Persuasive/Grammar: Spelling	EE.RL.11-12.1 – EE.RL.11-12.10, EE.W. 11-12.1, EE.W. 11-12.4, EE.W. 11-12.5
ACTIVITIES			
<u>Discussion</u>: Hold class discussions on readings summarizing basic story elements such as characters, setting, plot and theme. <u>Vocabulary</u>: Review new vocabulary words, before, during, and after reading. <u>Good People</u>: Students will be asked: What makes a person good? Being able to select a person of their choice, they will read short biographies on individuals that are famous for helping others (Gandhi, Mother Teresa). They will be given a list of questions to answer and provided with multiple sources to use. <u>Character Development</u>: Students will use a Venn diagram to compare the characters. They will pay attention to how the characters are introduced, developed, and the impact they have on the story's events. <u>Retell, Reflect, Relate</u>: Using a graphic organizer, have students write a summary for each chapter and how it may relate to their lives. <u>Writing</u>: Persuasive Writing: Students will write an essay on the subject: how to be a good person. In it, they will define the term <i>moral</i> and give examples of it. They will cite examples from <i>Stealing Home</i>, analyzing events and determining their significances. Use prompting sentences, such as: It was a (good/bad) idea			

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ENGLISH LANGUAGE ARTS: GRADE 11

PROGRAM	BASELINE ASSESSMENTS	PROGRESS MONITORING	ESSENTIAL ELEMENTS
Edmark	Placement Test Review Sight Words	Pre and Post Tests Computer-based tracking software Monthly data reporting	EE.RF.11-12.4
Reading Milestones	Placement Test Review Sight Words	End of Book Assessment - Word Recognition and Comprehension	EE.RL.11-12.1 – EE.RL.11-12.10 EE.RI.11-12.1 – EE.RI.11-12.10 EE.RF.11-12.3 - EE.RF.11-12.4
Preventing Academic Failure	Placement Test Single Word Test Review Sounds	Mastery Tests - Word Recognition - Encoding (spelling) - Comprehension	
Wilson	Placement Test Review Sounds and Syllable Patterns	Post-Tests - Reading - Spelling	

Supplemental Instruction

The implementation of these reading programs and adapted literature trade books does not fulfill all Grade 11 expectations outlined in the ELA Essential Elements. In order to address all Grade 11 standards for Writing, Speaking/Listening and Language, instruction must also incorporate the progression of skills outlined below.

DOMAIN		SKILLS	ESSENTIAL ELEMENTS
Writing	Texts Types and Purposes	EE.W.11-12.1 Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text. EE.W.11-12.2 Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	EE.W.11-12.1- EE.W.11-12.3

		d. Use domain specific vocabulary when writing claims related to a topic of study or text. f. Provide a closing or concluding statement. EE.W.11-12.3 Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.	
	Production and Distribution	EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience. EE.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting. EE.W.11-12.6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project.	EE.W.11-12.4-EE.W.11-12.6
	Research	EE.W.11-12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information. EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources. EE.W.11-12.9 Cite evidence from literary or informational texts. a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).	EE.W.11-12.7-EE.W.11-12.9
	Range of Writing	EE.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	EE.W.11-12.10
Speaking and Listening	Comprehension and Collaboration	EE.SL.11-12.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.	EE.SL.11-12.1-EE.SL.11-12.3
	Presentation of Knowledge and Ideas	EE.SL.11-12.2 Determine the credibility and accuracy of information presented across diverse media or formats. EE.SL.11-12.3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic.	EE.SL.11-12.4-EE.SL.11-12.6
Language	Conventions of Standard English	EE.SL.11-12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task. EE.SL.11-12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.	EE.L.11-12.1-EE.L.11-12.2

		EE.SL.11-12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	
	Knowledge of Language	EE.L.11-12.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed. EE.L.11-12.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	EE.L.11-12.3
	Vocabulary Acquisition and Use	EE.L.11-12.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures. EE.L.11-12.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Identify and use root words and the words that result when affixes are added or removed. d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. EE.L.11-12.5 Demonstrate understanding of word relationships and use. a. Interpret simple figures of speech encountered while reading or listening. EE.L.11-12.6 Use general academic and domain-specific words and phrases across contexts.	EE.L.11-12.4-EE.L.11-12.6