

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Reading

Grade: Grade 11
MLR Span: 9-12

MLR Content Standard: **A. READING**
Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

Reading:	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<p>A1 Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency</p>	<p>1. Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.</p> <p>a. Use flexible range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)</p> <p>b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different</p>	<p style="text-align: center;"><u>Literacy Strategies</u></p> <p>a1. <u>Before reading/learning:</u> Problematic Situation, Anticipation/Reaction Guide, Partner/Small Group Vocabulary</p> <p>a2. <u>During reading/learning:</u> Coding/Comprehension Monitoring, Bloom, Thinking Prompts, Triple-Entry Vocabulary Journal</p> <p>a3. <u>After reading/learning:</u> Quick Write, Summarizing Strategies, Jigsaw Discussion</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Students will</p> <p>b1. apply knowledge of roots and affixes.</p>	<p>a1-a3. Literacy Team Department Binder</p> <p>a1-a3. Use Literacy team members as support.</p> <p>a1-a3. Resources from the Literacy Specialist</p> <p>b1. Vocabulary word lists from literary texts.</p>

	<p>purposes. (L)</p> <p>c.Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.</p> <p>d.Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e.Fluidly and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)</p>	<p>b2. identify denotative and connotative meanings of words.</p> <p><u>Comprehension Strategies</u> Students will</p> <p>c1. determine the meaning of words by analyzing context.</p> <p>c2. use reference sources to check word meaning.</p> <p>d1. pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e1. fluidly and accurately read text using appropriate pacing, phrasing, intonation and expression.</p>	<p>b2. Other resource: <i>1000 Most Important Words, Glencoe Literature Anthology</i> vocabulary workbook.</p> <p>c1. Use sentences from reading with any classroom text.</p> <p>c2. Triple entry vocabulary journals.</p> <p>d1. Students read novels, poetry and informational texts (<i>The Great Gatsby, The Scarlet Letter, The Bean Trees, The Grapes of Wrath</i>).</p> <p>e1. Students are given a variety of opportunities to read orally for a purpose.</p> <p>Poetry Anthology Project. podcasts</p>
<p>A2 Literary Texts</p>	<p>2.Students read text, within a grade appropriate span of text complexity, and present analysis of fiction, nonfiction, drama, and poetry, using excerpts from the text to defend their assertions.</p>	<p><u>Literary Texts</u> Students will</p>	<p>*Core Texts <i>The Scarlet Letter*</i> <i>The Bean Trees*</i> <i>The Great Gatsby</i> <i>The Grapes of Wrath*</i></p>

	<p>a. Analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.</p> <p>c. Identify and compare and analyze recurring themes across works.</p> <p>d. Analyze external and internal conflicts of characters.</p> <p>e. Determine the effects of common literary devices on the style and tone of a text.</p> <p>f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.</p> <p>g. Compare types of poetry.</p>	<p>a1. analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b1. identify and analyze the theme or themes, whether explicitly stated or implied, in a literary text.</p> <p>c1. identify and compare and analyze recurring themes across works.</p> <p>d1. analyze external and internal conflicts of characters.</p> <p>e1. analyze literary and rhetorical devices in fiction and non-fiction.</p> <p>f1. identify and analyze imagery, personification, figurative language, syntax, rhythm, and rhyme in poetry.</p> <p>g1. compare types of poetry.</p>	<p>a1. American literature: novels, plays, poetry, short stories (<i>The Scarlet Letter</i>, <i>The Great Gatsby</i>, <i>The Bean Trees</i>, <i>The Grapes of Wrath</i>) Activities: class discussion and focused writing.</p> <p>b1. Write an analytical essay about theme; class discussion using core texts.</p> <p>c1. Theme discussion, small group activities, and practice exercises connecting theme.</p> <p>d1. Character Diary, class discussion, character analysis, and webs.</p> <p>e1. Quote analysis with literary texts.</p> <p>f1-g1. American poetry: Harlem Renaissance (Glencoe Anthology), war poetry (<i>I Never Saw Another Butterfly</i> and online resources), Poetry explication, and poetry project. Review terms (Glencoe Anthology) and model rhyme and rhythm.</p>
<p>A3 Informational Texts</p>	<p>3. Students evaluate the validity, truthfulness and usefulness of ideas</p>		

	<p>presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.</p> <p>a. Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p> <p>b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.</p>	<p><u>Informational Text</u> Students will</p> <p>a1. evaluate logic and note fallacious reasoning.</p> <p>b1. evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.</p>	<p>a1. Resource: Puritan sermon, Jonathon Edwards’ “Sinners in the Hands of an Angry God,” political tracts, news articles, propaganda (historical or current). Resource: Purdue online writing lab.</p> <p>b1. Research Strand</p>
<p>A4 Persuasive Texts</p>	<p>4. Students evaluate the validity, truthfulness and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and argument(s) presented.</p> <p>a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.</p>	<p>Students will:</p> <p>a1. evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.</p> <p>a2. identify different means of fallacious reasoning.</p>	<p>a1-c1. critical articles about novels “Sinners in the Hands of an Angry God” Obama’s Race Speech compared with Martin Luther King’s “I Have a Dream”</p>

	<p>b. Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.</p> <p>c. Recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.</p>	<p>b1. identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.</p> <p>c1. recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.</p>	<p><u>Warriors Don't Cry</u></p> <p>Research project Literacy Analysis</p>
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	<p>d. Edit for correct grammar, usage and mechanics.</p> <p>e. Create legible final drafts.</p>	<p>d1. edit for correct grammar, usage and mechanics to improve meaning and impact.</p> <p>e1. publish writing that achieves a specific purpose.</p>	<p><i>Source</i>), grammar log, and focused revision activities.</p> <p>e1. College essay, persuasive essay, letter to the editor, position paper, research paper.</p>
B2 Narrative	<p>2. Students embed narrative writing in a written text when appropriate to the audience and purpose.</p> <p>a. Use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>b. Organize ideas in a logical sequence, with effective transitions.</p>	<p><u>Narrative</u> Students will</p> <p>a1. continue to develop and use diction, syntax, and imagery and an awareness of tone in creating a distinctive voice.</p> <p>b1. use complex organization and transitions in a logical sequence.</p>	<p>a1. Narrative essay (<i>Writers Inc.</i> and <i>Write Source</i>) and Character Diary.</p> <p>b1. All written assignments (<i>Writers Inc.</i> and <i>Write Source</i>).</p>
B3 Argument/Analysis Expository	<p>3. Students write academic essays that structure ideas and arguments in a sustained an logical fashion.</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p>	<p>Students will</p> <p>a1. synthesize information from a variety of sources.</p> <p>a2. evaluate various perspectives.</p> <p>a3. analyze main ideas, consider</p>	<p>a1. Research paper (<i>Writers Inc.</i> and <i>Write Source</i>), essay exams, and SAT practice essay (SAT website).</p> <p>a2. Persuasive essay and research paper (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>a3. SAT essay (SAT</p>

	<p>b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>alternatives and evaluate effects of details.</p> <p>b1. employ examples from texts to support assertions.</p> <p>b2. draw conclusions based on evidence.</p>	<p>website), cause and effect essay, and poetry explication (<i>Writers Inc.</i>, <i>Write Source</i>, and <i>I Never Saw Another Butterfly</i>).</p> <p>b1. Universal Theme Essay (individual choice books and class texts: short stories, novels, poems, and plays).</p> <p>b2. All relevant writing: literary analysis, quote analysis, and research (<i>Writers Inc.</i> and <i>Write Source</i>).</p>
<p>B4 Persuasive Expository</p>	<p>4. Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.</p> <p>a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.</p>	<p><u>Persuasive</u> Students will</p> <p>a1. develop a well-defined thesis and supporting arguments.</p> <p>a2. use evidence to support assertions.</p> <p>a3. evaluate and apply appropriate rhetorical devices.</p> <p>a4. acknowledge readers' potential counterarguments.</p> <p>a5. include a developed call to action.</p>	<p>a1-a5. Literary analysis, research paper, and persuasive essay (<i>Writers Inc.</i>, <i>Write Source</i>, <i>The Lively Art of Writing</i>).</p>
<p>B5 Practical Application</p>	<p>5. Students write personal communication and pieces related to educational development, career issues, and civic</p>	<p>Students will:</p>	

	<p>participation.</p> <p>a. Complete college, job, licensing, and scholarship applications.</p> <p>b. Request information.</p> <p>c. Write editorials.</p>	<p>a1. modify style and tone of writing to suit purpose and audience.</p> <p>b1. request information.</p> <p>c1. write editorials.</p>	<p>a1. College application essay (guidance and internet) and SAT practice essay (College Board website).</p> <p>Letter to the Editor</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Research

Grade: Grade 11
MLR Span: 9-12

MLR Content Standard: **C. RESEARCH**

Students engage in inquiry by developing research questions, accessing a variety of sources; communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media. (L)

Research	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
C1 Research	<p>1.Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a wide variety of primary and secondary sources following the conventions of documentation.</p> <p>a.Select an apply research methods that suit the purpose of the inquiry.</p> <p>b.Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>c.Synthesize information from multiple sources, and/or data gathered from fieldwork and interviews.</p> <p>d.utilize media relevant to audience and purpose, that</p>	<p style="text-align: center;"><u>Research</u> Students will</p> <p>a1. apply research strategies that suit the purpose of the investigation.</p> <p>b1. evaluate various sources and select relevant information.</p> <p>c1. synthesize information from multiple primary and secondary sources.</p> <p>d1. follow a prescribed format of citation.</p>	<p>a1.Research paper (library, Maine State Library Databases, internet, <i>Writers Inc.</i>, and <i>Write Source</i>).</p> <p>b1. Suggested but not limited to: reference books, periodicals, interviews, videos, internet, and books.</p> <p>c1. Note taking and outlining (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>d1. Bibliography and practice activity (MLA handbook, <i>Writers Inc.</i>, <i>Write Source</i>, citation</p>

	<p>extend and support oral, written, and visual communication.</p> <p>e. Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.</p> <p>f. Access and present information ethically and legally.</p>	<p>e1. integrate paraphrases, quotations, and citations into written text.</p> <p>f1. access and use information ethically and legally.</p>	<p>machine website, and models).</p> <p>e1. Research paper (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>f1. SAHS plagiarism policy in student handbook and Purdue website: http://owl.english.purdue.edu/owl/resource/589/01/</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
 Unit: Language

Grade: Grade 11
 MLR Span: 9-12

MLR Content Standard: **D. LANGUAGE**
 Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

Language	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
D1 Grammar and Usage	1. Students apply rhetorical skills when reading, writing and speaking through their understanding <i>Standard American English</i> . a. Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.	<p style="text-align: center;"><u>Grammar and Usage</u> Students will</p> a1. use appropriate diction, syntax, and figurative language. a2. apply sentence variety. a3. use correct pronoun-antecedent agreement. a4. use parallel structure. a5. identify and correct passive voice.	a1-a2. <i>Warriner's Grammar and Composition</i> <i>Writing Clear Sentences</i> <i>Writing Clear Paragraphs</i> Purdue OWL Online Writing Lab a3-a4. <i>Warriner's Grammar and Composition</i> <i>Writing Clear Sentences</i> <i>Writing Clear Paragraphs</i> Grammar Log Purdue OWL a5. <i>Warriner's Grammar and Composition</i> <i>Writing Clear Sentences</i> <i>Writing Clear Paragraphs</i> Grammar Log through student revision Purdue OWL
D2 Mechanics	2. Students demonstrate the use of the structures and conventions of		

	<p><i>Standard American English</i> in their communication.</p> <p>a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, and audience.</p>	<p><u>Mechanics</u> Students will</p> <p>a1. use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, and audience.</p>	<p>a1. <i>Warriner's Grammar and Composition</i> <i>Writing Clear Sentences</i> <i>Writing Clear Paragraphs</i> Purdue OWL</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
 Unit: Listening and Speaking

Grade: Grade 11
 MLR Span: 9-12

MLR Content Standard: **E.LISTENING AND SPEAKING**
 Students listen to comprehend and speak to communicate effectively.

Listening & Speaking	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
E1 Listening	1.Students adjust listening strategies to formal and informal discussion, debates, or presentations, and then evaluate the information. a.Formulate clarifying questions. b.Examine and critique information presented. c.Expand on ideas presented by others.	<p><u>Listening</u> Students will</p> a1. pose questions that probe for details, suggest generalizations, and/or invite others to consider alternative points of view. b1-c1. formulate positions or opinions that reflect understanding.	a1. Class discussions, debates, and small group activities (<i>Writers Inc.</i>). b1-c1. Class discussions, debates, and small group activities (<i>Writers Inc.</i>). Questions following student presentations
E2 Speaking	2. Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose. a.Choose and present appropriate information logically. b.Apply conventions of <i>Standard American English</i> to suit	<p><u>Speaking</u> Students will</p> a1. take a position and defend it exhibiting logical structure and appropriate support. b1. make oral presentations employing eye contact, speaking rate, volume, enunciation,	a1. Class discussions, small group discussions, and persuasive presentations (<i>Writers Inc.</i>). b1.Presentations: individual or group (<i>Writers Inc.</i>).

	<p>audience and purpose.</p> <p>c. Analyze feedback and revise to improve effectiveness of communication.</p> <p>d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p>inflection, pronunciation, and gestures.</p>	<p>Podcasts Poetry Anthology Presentations</p> <p>c1. Editing film clips</p> <p>d1. Select video clips for use as resources in papers and presentations</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Media

Grade: Grade 11
MLR Span: 9-12

MLR Content Standard: F. MEDIA

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Media	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
F1 Analysis of Media	<p>1.Students analyze the effectiveness of auditory, visual and written information used to communicate in different forms of media.</p> <p>a.Explain how visual and sound effects influence messages in various media.</p> <p>b.Explain the similarities and differences between the messages conveyed by print and non-print sources.</p> <p>c.Compare the role of print and non-print sources, including advertising, in shaping public opinion noting instances of unsupported inferences, or fallacious reasoning.</p> <p>d.Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p><u>Analysis of Media</u> Students will</p> <p>a1-b1. compare and contrast in order to evaluate the messages conveyed by print and non-print media.</p> <p>c1. begin to analyze the role of print and non-print media, noting instances of fallacious reasoning and its effects.</p>	<p>a1-b1. Text to movie comparison in discussion, essay, or in class writing (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>c1. Review types of fallacies. Viewing <i>The Crucible</i>, <i>The Ernest Green Story</i>, and <i>Snow Falling on Cedars</i>. Analysis in discussion or written response.</p>

