



11th Grade Reading and Writing Curriculum and Common District Assessments

Weeks	Reading Curriculum	District Assessment	Key Concepts and Vocabulary
5 weeks	<p>Unit #1: Launching Writer's Notebook</p> <p>Overarching Questions How, in a community of writers, do I explore my life and the world around me? Why is it necessary for a memoirist to discover the meaning of the memoir? Is a memoir a confession or a thoughtful insight? What are the basic and essential decisions that set apart memoirists from storytellers? What decisions used by memoirists can I add to my repertoire of habits, strategies, and techniques to enable me to write memoirs that engage readers?</p> <p>Enduring Understandings Memoirists inquire into their own lives in order to gain insights about the human condition. They question and examine the evidence that emerges after regular exploration of their own drafts. They develop a repertoire of strategies, allowing them to include their insights in their writing process, and to show readers their joys, sorrows, successes, and failures.</p>	<p>Pre-Unit Assessment Task: In order to determine your understanding of memoir writing at this point, please write a short essay that answers the essential questions. Use specific examples from any memoir, personal narrative, poetry, or other genre you have written in the past.</p> <p>Essential Questions: 1. Why is it necessary for a memoirist to discover the meaning of the memoir? 2. Is a memoir a confession or a thoughtful insight? 3. What are memoirists' basic and essential decisions that make them different from storytellers?</p> <p>Mid-Unit Assessment Task: What habit or attitude is essential to become a memoirist? Reread your writer's notebook and identify an attitude that influenced and increased your living like a memoirist. What strategies or readings influenced your choice? Select a single entry that best demonstrates your view of this essential attitude. Explain how using this attitude enabled or changed the way you think about writing or think about yourself as a writer.</p> <p>Students will select a single entry that best demonstrates their view of this essential attitude. Explain how using this attitude enabled or changed the way you think about writing or think about yourself as a writer.</p> <p>Post-Unit Assessment Task: What engages readers in the public and/or private lives of individuals? After reading memoirs and memoir excerpts and experimenting with the habits, strategies, and attitudes of memoirists, generate a variety of memoir drafts to discover moments that matter. Through self-exploration of those moments as well as the identification of ordinary and emblematic moments, define an aspect of your public and/or private life. Then write a memoir that expresses this aspect and demonstrates use of memoirists' techniques. Revise and edit the memoir to meet a publishing standard. Write a reflection that examines the ways your writing has been impacted by experimenting with and developing a memoir for publication. Submit the memoir for publication.</p>	<p>Developing a repertoire of cognitive and meta-cognitive skills and strategies for inquiry and decision-making. Engaging in collaborative partnerships to maximize individual and collective learning. Experiencing activities, in order to use thinking skills and strategies to increase self-initiation, decision-making, independence, and responsibility. Observing, experimenting, planning and implementing a plan, in order to become aware of the nature of thinking, as well as the attitudes that effect change and develop the voice of a writer.</p> <p>insight, narrative elements of storytelling, theme, tracking an idea through multiple drafts</p>
5 weeks	<p>Unit #2: Independent Reading</p> <p>Overarching Questions: What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading literary nonfiction? How are my reading habits, my identity as a reader, or my preferences for reading changing? What reading habit impacted the way I analyzed and tracked the central idea(s) in this text?</p> <p>Enduring Understandings: Independent readers build a repertoire of reading habits and strategies to engage with the ideas and meanings in creative nonfiction. They develop an understanding of how the text works to express the central ideas developed across a text. In personal reading and peer conversations, they build their understanding of how creative nonfiction texts are written, at the same time they build an understanding of the ideas and evidence the writer uses to inform or persuade a reader.</p>	<p>Pre-Unit Performance Task What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading literary nonfiction? After listing in- and out-of-school reading, and reading dust-jacket comments from a range of literary nonfiction, write a reflective paragraph that states if this unit will stretch or extend your reading habits. Predict one way you might change as a reader by reading and studying this genre.</p> <p>Mid-Unit Formative Assessment Task How are my reading habits, my identity as a reader, or my preferences for reading changing? Review your reader's notebook, the goals you set before beginning the unit and the goals you set during the unit. Reflect on this review to identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</p> <p>Post-Unit Assessment Task What reading habit impacted the way you analyzed and tracked the central idea(s) in this text? After reading part or all of one text, review the connections, theories, and discussion topics you have tracked and recorded in your reader's notebook, handouts, or bookmarks. Write 2-3 paragraphs to state the central idea and/or purpose of the whole text, explain how the author connects details across the text to promote that central idea, and explain how the author structures a single chapter, or a pair of chapters, to establish and explore the central idea of the whole text.</p> <p>Next, write a single-paragraph reflection on how your reading habits have changed during this unit and how this change will impact future reading of informational texts.</p>	<p>Analyzing organizational structures of evidence to infer central ideas Connecting evidence across a text Identifying a change in reader identity Identifying and using academic/disciplinary vocabulary in speech and writing Identifying evidence within a chapter and across a text</p> <p>angle, central idea, claim, genre, literary nonfiction, organization/structure: cause/effect, comparison/contrast, list, problem/solution, reader identity, textual evidence</p>
4 weeks	<p>Unit #3: Narrative Reading</p> <p>Overarching Questions What distinguishes one narrative genre from another? What is a satire? Which literary devices are most commonly used, and most effective, in a satire? How does the context (historical, cultural, literary) of the satire play an important role?</p> <p>Enduring Understandings Readers use their knowledge of a genre to understand a text. Readers consider the context of the text to aid in comprehension. Readers use a multi-draft reading strategy to comprehend a complex text. Readers use strategies to collect important lines to comprehend a complex text and understand an author's purpose.</p>	<p>Pre-Unit Assessment Task: Students take a survey that asks them to quantify their abilities in three areas: 1. Developing strategies for close reading: key ideas and details 2. Analyzing genre: craft and structure 3. Applying context: integration of knowledge and ideas Mid-Unit Formative Assessment Task: Good satire comes from anger. It comes from a sense of injustice, that there are wrongs in the world that need to be fixed. And what better place to get that well of venom and outrage boiling than a newsroom, because you're on the front lines. -Carl Hiaasen</p> <p>Part One: What current event or issue provokes your sense of injustice? How would satire be an effective way to elicit change? After reading informational texts about a current event, write and perform a satirical skit that identifies a social problem. Be sure to use the satirical devices that you have learned in this unit in your skit. See rubric for assessment.</p> <p>Part Two: Complete a written reflection/analysis that identifies the devices you used and analyzes the effectiveness of your skit. Reflect upon what you have learned in this unit and how you applied it to the writing of your skit. Use the Reading Survey you took at the beginning of the unit as a guide to help you reflect upon and write about your learning. In which categories would you now score your answers differently? See rubric for assessment.</p> <p>Post-Unit Assessment Task: Students turn in completed reading log entries/collecting text bookmarks that have prepared them for the writing unit that follows this unit. They are evaluated to determine whether students are able to: 1. Identify key lines 2. Identify devices important to the genre studied (satire) 3. Analyze the author's use of the device to determine author's purpose</p>	<p>Analyzing authors' decisions of multiple texts in the same genre (satire) Analyzing authors' decisions and the impact of those decisions on meaning Annotating the text Categorizing the key details after reading Connecting and synthesizing craft and structure between texts Reading in stages Identifying key lines</p> <p>historical context, hyperbole, inference, irony, point of view, sarcasm, understatement</p>

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4 weeks	<p>Unit #4: Literary Essay</p> <p>Overarching Questions: Which writers most effectively uses craft to convey their intent, purpose and meaning?</p> <p>Enduring Understandings: Literary essayists notice and track key details and writers' devices. They evaluate the authors' use of these devices to determine their favorite writers (at least in their ability to use writers' craft). They create theories about text as they read and search for evidence to support their theories. They make a claim, offer reasons, and find textual evidence.</p>	<p>Pre-Unit Assessment Task: Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students' abilities to analyze literary texts.</p> <p>The prompt for that unit was: Students turn in completed reading log entries/collecting text bookmarks that have prepared them for the writing unit that follows this unit. They are evaluated to determine whether students are able to: 1. Identify key lines 2. Identify devices important to the genre studied (satire) 3. Analyze the author's use of the device to determine author's purpose</p> <p>Mid-Unit Assessment Task: Formulation of an introductory paragraph that contains a clear claim, reason for, and evidence of the claim.</p> <p>Post-Unit Assessment Task: Overarching Question: Which writers most effectively use craft to convey their intent, purpose and meaning? Assessment Task: After reading several works from different writers in the same genre, write an essay that addresses the question and support your position with evidence from the text. Metacognitive Write: Students reflect back upon what they have learned by writing their essays. They think about how these skills might transfer to other learning experiences.</p>	<p>Collecting evidence to support a claim Creating theories about the use of devices in the readings and about who is the best writer in a genre Developing reasons for support Evaluating evidence to determine which evidence provides the best support Interpreting the meaning of the readings Reading on multiple levels Rereading to create a theory</p> <p>claim, evidence, hyperbole, irony, point of view, reason(s), sarcasm, understatement</p>
4 weeks	<p>Unit #5: Basics of Argumentation</p> <p>Overarching Questions: What is power? What kinds of power matter in a social setting? How is power demonstrated in social settings? How is power created, shared, or controlled in public spaces? How does social power impact our daily lives?</p> <p>Enduring Understandings: Critical readers develop skills to read the world and the world of texts [social settings, informational and argumentative texts] with a critical lens. They understand texts can be read on multiple levels and develop strategies to make connections and inferences, recognize purpose and audience, and recognize that texts are not neutral and intend to influence people.</p>	<p>Pre-Unit Assessment Task What kinds of power matter in a social setting? Select a picture, create a drawing, or take a photograph that illustrates some aspect of power that matters in a social setting. Then write a paragraph that defines the aspect of power portrayed in the picture, drawing, or photograph.</p> <p>Mid-Unit Assessment Task After completing additional research and organizing your evidence, write a first draft of your argumentative essay. This first draft will include the claim, counterclaim, definition paragraph and several body paragraphs that state and explain the evidence. The draft will follow the line of reasoning plan you developed.</p> <p>Post-Unit Assessment Task How is power created, shared, or controlled in public spaces? After conducting observational research and reading texts, identify two views on one aspect of power (a claim and counterclaim). Using your research and reflections on these two views, write an argumentative essay that defines the challenge or opportunity created by this power, and its impact on individuals in the social setting. Be sure to support your position with reasons and examples from your texts. Write a reflection that examines the ways your writing has been impacted by studying and writing about power.</p>	<p>Engaging in authentic learning experiences to maximize learning and transfer. Developing a repertoire of cognitive and metacognitive skills and strategies for problem solving, decision making, and inquiry. Growing aware of the nature of analytical thinking and the mental capability to control attitudes, dispositions, and development. Using thinking skills and strategies, through numerous experiential activities, with increasing independence and responsibility.</p> <p>audience, context, ethnographic research, primary and secondary research, purpose, Toulmin model of argument</p>
4 weeks	<p>Unit #6: Informational Reading</p> <p>Overarching Questions How do we balance the tension between individual rights and the common good? How do the texts I am reading relate to the overarching theme of human rights? How are these issues I am encountering personally relevant? What is the historical context of this issue? How does this issue connect to foundational documents? How are foundational documents, informational texts, and literature connected? How do I read difficult historical texts?</p> <p>Enduring Understandings Readers of informational texts use a multi-draft reading approach to comprehend complex texts about issues of human rights. Readers of informational texts use a variety of reading, thinking and note-taking strategies to develop knowledge and become conversational about concepts and ideas. Readers connect historical documents with current events. Readers make connections between foundational documents, informational texts, and literature. Readers connect foundational documents to their own lives.</p>	<p>Pre-Unit Assessment Task Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes. Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading informational texts and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards: · Key Ideas and Details · Craft and Structure · Integration of Knowledge and Ideas Students will set goals during the unit and write a reflection at the end of the unit.</p> <p>Task 2: On-Demand Close Reading Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.</p> <p>Mid-Unit Formative Assessment Students apply their analysis skills as they read two texts that represent ideas about or examples of the violation of or adherence to defined rights. They write three paragraphs: a summary of each text and a paragraph of response, which details their interaction with the texts.</p> <p>Assessment Task Summative Assessment Task Students reflect upon their learning about a topic. They make the connections between multiple informational texts. This reflection is based on the three concepts from the Common Core State Standards to assess reading growth: •Key Ideas and Details •Craft and Structure •Integration of Knowledge and Ideas Task: What human rights established in The Bill of Rights means the most to me?</p> <p>After reading literature and informational texts that deal with the tensions between individual rights and the common good and doing a quick survey of online texts, write a paragraph that answers the task-question and explains your interest in the two or more rights. Explain why you would like to do further research on these topics. Support your discussion with evidence from the texts. Write a reflection that answers the following question about the skills and strategies you use when you read: Over the course of this unit, how have I changed in my ability to: •Identify key details •Analyze craft and structure •Integrate knowledge and ideas within or across texts</p>	<p>Analyzing evidence to infer a central idea Annotating a text Connecting details across a text in order to summarize Evaluating bias in a text Evaluating validity of a text Identifying a change in reader identity</p> <p>annotation of a text, cross-text connections, democratic values, historical connections, human rights, multi-draft reading</p>
4 weeks	<p>Unit #7: Informational Essay</p> <p>Overarching Questions: How can I inform myself about issues that impact the daily lives of Americans? How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen? Are human rights established in the Bill of Rights at risk?</p> <p>Enduring Understandings: Social issues affect many people, not just those directly impacted. Government decisions have large impacts on social issues. Citizens can be a part of the solution(s). Researchers engage in multimedia research. Researchers engage in collaborative research.</p>	<p>Pre-Unit Assessment Task Consider the rights granted in the Bill of Rights. Which one of the rights seems especially important to you? Write a one-page response about that right and why you think it is so important to have in America. Include your personal connection to the right.</p> <p>Mid-Unit Formative Assessment Task What right established in the Bill of Rights is being threatened? After researching your chosen right, review your reading log and state your informed view. Create a bibliography of sources.</p> <p>Post-Unit Assessment Task Are human rights established in the Bill of Rights at risk? What is the impact of a global economy on these rights for Americans and/or other global citizens? After reading the Bill of Rights, other foundational U.S. documents and related readings, do shared research to examine these questions. Individually, write an essay that analyzes the factors that put human rights at risk for global citizens as well as Americans. What conclusion can you draw? Support your discussion with evidence from secondary, primary research, and personal experience.</p>	<p>Developing and narrowing an inquiry Identifying influences and implications Researching to generate new information (primary research) about an inquiry Researching to identify authorities and facts (secondary research) about an inquiry Self-generating a timely topic connected to social precepts</p> <p>American ideals, Bill of Rights, civil liberties democracy, democratic life, digital media and, research, freedom, historical context ,influences —historical heritage, primary research, research, secondary research, seminal documents</p>
4 weeks	<p>Unit #8: Writing the Argument</p> <p>Overarching Questions: How does a writer craft an editorial to support a claim(s) in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence? What elements of argument are included in editorials?</p> <p>Enduring Understandings: Editorials are a specific argumentative genre. Writers of this genre engage in critical thought on a range of subjects. Writers of editorials publish their arguments to engage in socially responsible commentary.</p>	<p>Pre-Unit Assessment Task Do you have opinions on current events, and/or social, political or economic issue(s)? List three events or issues about which you have an opinion. Select the one you are most interested in and/or have the strongest opinion about. Write a brief statement of your opinion and a possible counter-opinion about this event or issue. Then list at least two reasons you have formed that opinion.</p> <p>Mid-Unit Formative Assessment Tasks Reading Immersion Annotation Self-Assessment Task: What strategies or techniques do authors of editorial universally use? After studying a series of editorials, identify the common elements and evaluate which editorial most effectively combines these elements to create a valid line of reasoning.</p> <p>Development of Ideas—Planning and Drafting Project Folder Self-Assessment Task: After writing and revising your editorial, trace the diction to determine explicit and implied bias. Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/problem/conflict in a logical way. Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; and 3) Development.</p> <p>Summative Assessment Task After researching information texts and media as well as gathering information through primary research on an issue/problem/conflict of personal, community or societal concern, write an editorial that argues the causes of this issue/problem/conflict, explains the effects on society, and may offer a solution. What implications can you draw? Support your discussion with evidence from research.</p>	<p>Reasoning inductively and deductively Reflecting upon cognition (metacognition) Thinking critically and creatively Warranting a claim</p> <p>audience, biases/prejudice, connotation, denotation, counter argument, objective, subjective explanation, purpose, syntax, tone</p>