Mohawk Local Schools   Grade ELA 11

Quarter 2   Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means
An Integrated Model of Literacy
Research and Media Blended into the Standards as a Whole
Shared Responsibility for Students' Literacy Development
Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:
- o Reading Strand
- o Writing Strand
- o Speaking and Listening Strand
- o Language Strand

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Reading Literature **Key Ideas and Details** RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	**Reading Literature** **Key Ideas and Details**

	inferences drawn from the text, including determining where the text leaves matters uncertain.	**RL.11-12.1** **DOK 1** Recognize strong and thorough textual evidence within the text **DOK 2** Explain inferences drawn from the text Interpret how the text uses ambiguity or leaves matters uncertain Cite strong and thorough textual evidence to support the text (explicit and inferred)
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	**RL.11-12.2** **DOK 1** Identify two or more themes or central ideas of a text. Explain how the themes or central ideas interact and build on one another to produce a complex account Know how to write an objective summary **DOK 2** Analyze how the text develops two or more central ideas or themes throughout a text Interpret how the text supports the themes or central ideas to produce a complex account of the text. Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**RL.11-12.3** **DOK 1** Identify key elements of a story or drama Identify key choices the author made that relate elements of the story **DOK 2** Explain how the author's choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story

Craft and Structure	Craft and Structure
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**RL.11-12.4** **DOK 1** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • words that impact meaning and tone • multiple meaning words • language that is fresh, engaging, or beautiful in a text **DOK 2** Determine the: • meanings of words and phrases • figurative meanings of words and phrases • connotative meanings of words and phrases as they are used in a text Analyze the impact of specific words on meaning and tone, including: • words with multiple meanings • language that is particularly fresh, engaging, or beautiful
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	**RL.11-12.5** **DOK 1** Identify the author's specific style choices Identify aesthetic impact: • (e.g., historical context • emotional appeal • and artistic appeal) **DOK 2** Analyze how the author's choices contribute to the: • overall structure • meaning • aesthetic impact
RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**RL.11-12.6** **DOK 1** Recognize: • denotation/connotation and/or • literal/non-literal meaning Identify examples, such as: • satire • sarcasm • irony • understatement from the text **DOK 2** Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement)

	Using the non-literal interpretation, identify the author's point of view Analyze how knowing the author's point of view helps the reader identify the true meaning of the text
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	**RL.11-12.7** **DOK 1** Define source text Identify two or more interpretations of text (story, drama, poem) **DOK 2** Explain multiple interpretations: • recorded/live play • recorded novel • recorded poetry of (story, drama, poem) analyzing how each interprets source text Evaluate how an artist chooses to interpret an entire work
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**RL.11-12.9** **DOK 1** Describe the historical context of 18th, 19th, or 20th century Identify foundational works of 18th, 19th, or 20th century **DOK 2** Distinguish between theme and topic Determine the theme or themes of foundational works of American Literature Compare/contrast the treatment of similar themes from two or more texts from the 18th, 19th, or early 20th century Compare/contrast the treatment of similar topics from two or more texts from the 18th, 19th, early 20th century

Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.11-12.10** **DOK 1** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9 **DOK 2** Comprehend independently in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed
Writing **Text Types and Purposes**	**Writing** **Text Types and Purposes**

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's
	W.11-12.1 DOK 1 Recognize organizational patterns in writing Define precise claim and counterclaim
	Define and generate substantive topics or texts
	Recognize relevant and sufficient evidence
	Define rhetorical audience
	Identify fair and unfair claims and counterclaims
	Recognize transitional words, phrases, and clauses
	Recognize formal style and objective tone
	Recognize concluding statements or sections that support the argument presented
	Explain audience awareness, including knowledge level, concerns, values, and biases Identify norms and conventions of disciplines

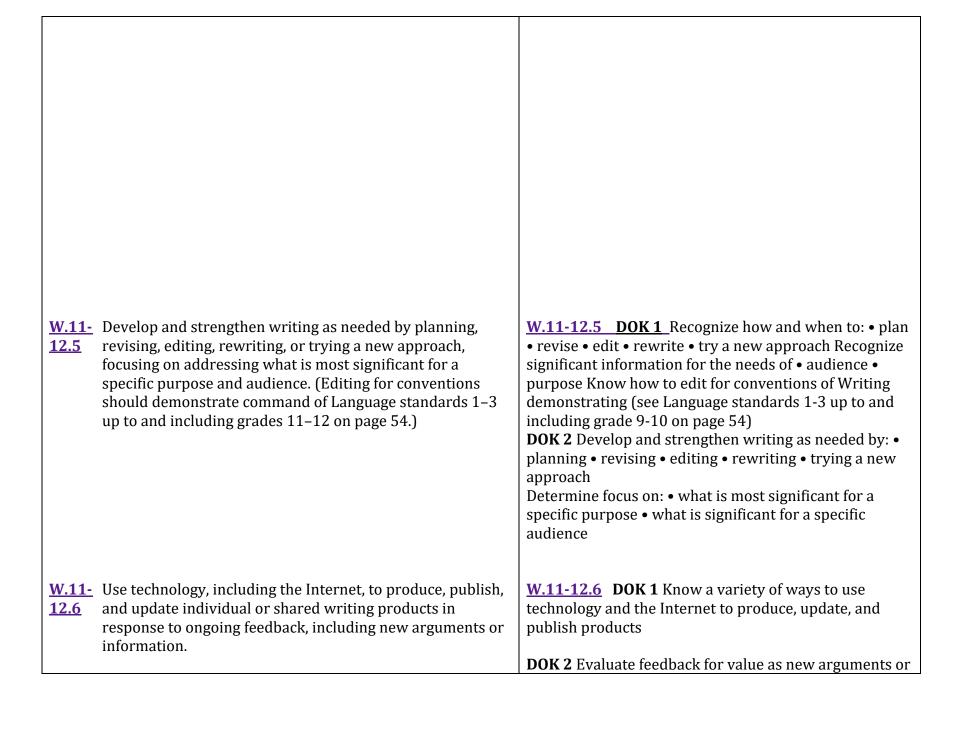|	
knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**DOK 2** Analyze a substantive topic or text to determine if it is suitable for a written argument determine method to: • introduce precise, knowledgeable claim(s) • establish significance of claim(s) • distinguish the claim (s) from alternate or opposing claims Determine the relationships between claims and counterclaims Select an organizational structure that logically sequences: • claim(s) • counterclaims • reasons • evidence Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each Analyze the • knowledge level • concerns • values • possible biases of the rhetorical audience Evaluate strengths, limitations and relevance of claims and counterclaims Link major sections of the text and create cohesion using: • words • phrases • clauses • varied syntax Clarify relationships between: • claims and reasons • reasons and evidence • claims and counterclaims using words, phrases and clauses, as well as varied syntax Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented **DOK 4** Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: • introduces precise, knowledgeable claim(s)establishes the significance of the claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that logically sequences claim(s), counterclaims, reasons and evidence • develops claim(s)

and counterclaims fairly and thoroughly, with the most relevant evidence for each • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level, concerns, values and possible biases • uses words, phrases and clauses as well as varied syntax to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented

Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	**W.11-12.5** **DOK 1** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54) **DOK 2** Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: • what is most significant for a specific purpose • what is significant for a specific audience	
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**W.11-12.6** **DOK 1** Know a variety of ways to use technology and the Internet to produce, update, and publish products **DOK 2** Evaluate feedback for value as new arguments or	

information
Demonstrate use of technology, including the Internet, to produce and publish writing products
Use technology, including the Internet, to respond to on-going feedback by updating individual/shared products with new arguments and information

Research to Build and Present Knowledge	**Research to Build and Present Knowledge**
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**W.11-12.7** **DOK 1** Identify: • appropriate short and sustained research topics • multiple sources on the subject of the research Access reference materials (both print and electronic material) Narrow or broaden the inquiry when appropriate. **DOK 2** Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**DOK 1** Recognize strengths and weaknesses of a source based on the task, purpose, and audience Define plagiarism Identify overreliance on a source Recognize authoritative sources Cite in standard formats **DOK 2** Evaluate sources by assessing strengths and

	weaknesses in terms of: • task • purpose • audience Integrate information into text to: • maintain flow of ideas • avoid plagiarism and overreliance on any one source Gather relevant information from multiple authoritative print and digital sources Perform advanced searches effectively

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 	
    a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
    b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
	DOK 1 Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly
	
	DOK 2 Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text

Range of Writing	**Range of Writing** **W.11-12.10** **DOK 1** Recognize: • task • audience • purposes
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	

(a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**DOK 2** Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences **DOK 3** Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)

Speaking and Listening
Comprehension and Collaboration
 	
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 	
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
    b. .
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when
	Speaking and Listening
	Comprehension and Collaboration
	
	SL.11-12.1 **DOK 1** Identify key supporting ideas from reading and research
	Describe expectations for civil and democratic discussion and decision-making
	Identify diverse perspectives in text and presented
	Know how to ask thought- provoking questions
	Identify new information posed during discussion
	Identify conclusions posed during discussion or in text
	
	DOK 2 Analyze & evaluate text, comments, claims, and evidence posed
	Synthesize comments, claims, and evidence for all sides of an issue
	Evaluate discussions and decision- making processes
	Determine goals, deadlines, and individual roles for discussion groups
	Formulate opinions, ideas, and conclusions based on prior and new evidence
	Compare and contrast opinions and facts posed by peers on the designated issue or topic
	Evaluate personal conclusions and the conclusions of

	possible; and determine what additional information or research is required to deepen the investigation or complete the task.	others
		DOK 3 Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts
		Facilitate discussions over designated grade 11-12 topics
		Collaborate to develop guidelines for successful discussion and decision-making
		Follow agreed-upon guidelines for discussion
		Pose and respond to questions to probe reasoning and evidence
		Converse to resolve contradictions
		Determine additional information needed to further the investigation or complete the task
		Consider all positions on a topic or issue and respond thoughtfully
		Reference evidence from texts and research to support comments and ideas
		Question or respond to clarify, verify, or challenge conclusions posed by others
		Make connections to new evidence or reasoning posed to justify personal viewpoints
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**DOK 1** Define and identify a speaker's: • use of rhetoric • point of view • reasoning • use of evidence • stance • tone • choice of words • points of emphasis • links among ideas • premises
		DOK 2 Evaluate a speaker's point of view by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone

Evaluate a speaker's reasoning by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone

Evaluate a speaker's use of evidence and rhetoric by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone

Presentation of Knowledge and Ideas

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.4 **DOK 1** Identify: • information/findings • clear, distinct perspective
Recognize that presentation of information is determined by analysis of purpose, audience, and task
Recognize that issues generate alternative and opposing perspectives

DOK 2 Determine: • supporting evidence • logical organization • alternative or opposing viewpoints and appropriate: • development • substance • style to: • purpose • audience • range of formal and inform tasks

DOK 3 Present: • information • findings • supporting evidence conveying a clear and distinct perspective so that listeners can follow the line of reasoning Include: • alternative perspectives • opposing perspectives
Utilize appropriate: • organization • development • substance • style for: • purpose • audience • a range of formal and informal

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.5 DOK 1** Recognize strategic digital media **DOK 2** Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence Evaluate the usefulness of digital media in presentations to add interest Use digital media strategically in presentations to: • enhance understanding • add interest
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	**SL.11-12.6 DOK 1** Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3) **DOK 2** Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language **DOK 3** Adapt speech to a given context or task when speaking Demonstrate correct language usage for spoken English Adjust from formal to informal language as appropriate

Language **Conventions of Standard English**	Language **Conventions of Standard English**

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
    b. Resolve issues of complex or contested usage, consulting references (e.g.,*Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
	L.11-12.1 DOK 1 Recognize that usage is a matter of convention, can change over time, and is sometimes contested Identify issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed
	
	DOK 2 Demonstrate command of the conventions of standard English grammar and usage when writing: Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed
	
	DOK 3 Demonstrate command of the conventions of standard English grammar and usage when speaking

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
    a. Observe hyphenation conventions.
    b. Spell correctly.
	L.11-12.2 DOK 1 Apply correct capitalization, punctuation, and spelling when writing Know punctuation rules for hyphen usage Use hyphens in phrases and clauses Recall and apply spelling rules Identify and correct misspelled words

Knowledge of Language	**Knowledge of Language**
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**L.11-12.3 DOK 1** Understand how language functions in different contexts **DOK 2** Understand: • style • syntax Apply knowledge of language to: • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening Vary syntax for effect when writing, consulting references when needed Apply knowledge of syntax to the study of complex texts when reading

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and conten*t, choosing flexibly from a range of strategies.
 	
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or
	DOK 1 Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
	Identify words and phrases that have multiple meanings
	Recognize patterns of word changes that indicate meaning or part of speech (e.g., conceive, conception, conceivable)
	Consult specialized and general print and digital reference materials to find: • word pronunciation • meaning • part of speech • etymology • standard usage
	
	DOK 2 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a multiple meaning or unknown word or phrase Use

determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	patterns of word changes to determine meaning (e.g., conceive, conception, conceivable) Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase Verify preliminary determination of the meaning of a word or phrase
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**DOK 1** Define figures of speech (e.g. hyperbole, paradox) Recognize figures of speech within the text Identify words with similar denotations Recognize nuances in the meaning of words with similar meanings **DOK 2** Interpret figures of speech (e.g. hyperbole, paradox) Analyze the role of figurative language within the text Determine how figurative language impacts a text's purpose Analyze nuances in the meanings of words with similar denotations
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.11-12.6** **DOK 1** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge

	DOK 2 Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge **DOK 3** Use general academic and domain-specific words and phrases at the college and career readiness level, sufficient for: • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge. Demonstrate independence in gathering vocabulary knowledge by: • contextual clues • references/resource