

## Pine Hill Public Schools Curriculum

Content Area:		<b>Language Arts Literacy</b>	
Course Title/ Grade Level:		<b>Literacy Lab</b>	
Unit 1:	<b>Literary Elements, Plot, Character, Theme, and Author's Purpose</b>	Duration:	<b>8 Weeks</b>
Unit 2:	<b>Analyze fiction and non-fiction text and apply comprehension strategies</b>	Duration:	<b>10 Weeks</b>
Unit 3:	<b>Analyze fiction and non-fiction text and apply comprehension strategies</b>	Duration:	<b>8 Weeks</b>
Unit 4:	<b>Analyze fiction and non-fiction text and apply comprehension strategies</b>	Duration:	<b>8 Weeks</b>
<b>Board Approval Date: August 26, 2014</b>			

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Literary Elements, Plot, Character, Theme, and Author's Purpose		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Literacy Lab		<b>Length of Time:</b> 8 weeks
<b>Pacing</b>	September, October	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do authors communicate?</li> <li>• How do authors use literary elements to communicate?</li> <li>• How do authors use textual supports to develop their thesis?</li> <li>• How can we infer character traits from plot and literary elements?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Plot Elements (exposition, inciting moment, rising action, climax, falling action, resolution, denouement)</li> <li>• Characterization</li> <li>• Conflict (Internal/External)</li> <li>• Figurative Language</li> <li>• Setting</li> <li>• Point of View</li> <li>• Thesis statements</li> <li>• Make Predictions</li> <li>• Author's Purpose</li> <li>• Identifying Themes</li> <li>• Make Inferences</li> <li>• Cause and Effect</li> <li>• <b>Writing Focus</b> – Narrative/Memoir Writing</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify components of a plot</li> <li>• Break down story components and apply to plot map</li> <li>• Identify narrative voice and point of view and apply to story</li> <li>• Analyze how authors create and convey setting in the short story</li> <li>• Write a narrative essay with a clear thesis statement, at least three pieces of evidence, and a strong introduction and conclusion</li> <li>• Use textual support in written and verbal analysis</li> <li>• Infer character traits based on text</li> <li>• Analyze how characters' motives develop throughout text</li> <li>• Identify literary elements</li> <li>• Analyze how the literary elements communicate plot, theme and purpose.</li> <li>• Oral presentation/speaking skills</li> </ul>	
<b>Assessments</b>	<p><i>Summative Assessments</i></p> <p>Journal Entries Character Profile Autobiographical Narrative</p>	

	<p>Vocabulary Practice – pre/during selection  Critical Thinking Questions – during/end of selection  Tests – end of selection  Open-ended Responses</p> <p><i>Accelerated Reader Quizzes</i>  Quizzes will be given as students complete the reading of their AR books.</p> <p><i>Benchmark Assessments</i>  STAR reading assessment given at the end of the 8 week unit.</p>
<p><b>Interventions</b>  /  <b>differentiated instruction</b></p>	<p><b>Modifications/ Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extended time for completion of assignments or tests</li> <li>• Additional time for reading assignments</li> <li>• Time for repeated review or drill</li> <li>• Small groups</li> <li>• Reduction of paper/pencil tasks</li> <li>• Shortened assignments</li> <li>• Assignment notebooks</li> <li>• Study sheets/summary sheets/outlines of most important facts</li> <li>• Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)</li> <li>• Visual demonstrations</li> <li>• Presentation of material in small steps</li> <li>• Read or paraphrase subject matter</li> <li>• Instructions/directions given in different channels (written, spoken, demonstration)</li> <li>• Visual or multisensory materials</li> <li>• Functional level materials</li> <li>• Mnemonic aids/devices</li> <li>• Overhead/outline for desk use</li> <li>• Credit for class participation, effort and attendance</li> <li>• Additional time for test preparation</li> <li>• Review/testing matched to student pace</li> <li>• Test directions read/explained thoroughly</li> <li>• Oral, short-answer, modified tests</li> <li>• Tutoring assistance (peer, pal, teacher, etc.)</li> <li>• Emphasis on successes</li> <li>• Graphic Organizers</li> <li>• CITW strategies</li> <li>• Peer editing, think/pair/share, small group</li> <li>• Include strategies aimed at assisting English Language Learners</li> </ul> <p>~How to develop a lesson plan that includes Ells :  <a href="http://www.colorincolorado.org/educators/content/lessonplan">http://www.colorincolorado.org/educators/content/lessonplan</a>  ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010,</p>

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<b>Inter-disciplinary Connections</b>	<p>Art, Speaking and Listening</p> <ul style="list-style-type: none"> <li>Look at a photograph, painting, or magazine ad for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares: People, places, things and ideas. In each square, list what you have seen by category. Discuss how each informs setting</li> </ul>
<b>Lesson Resources</b>	<ul style="list-style-type: none"> <li>Fiction &amp; Nonfiction</li> </ul> <p>Teacher selected mentor texts Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts as well as other internet sources</p> <ul style="list-style-type: none"> <li>Novel</li> </ul> <p>Student AR Selections</p>

### Common Core Standards

#### Grade 11

#### Standard: Reading Standards for Literature

#### Strand(s): Reading Literature

Writing

Speaking and Listening

Language

#### Subgroup: RL: 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 inferences drawn from the text.

**RL 11-12.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific detail; provide an objective summary 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).

#### Subgroup: RL: Craft and Structure

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices in meaning and tone.

**RL11-12.5:** 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 is overall structure and meaning as well as is aesthetic impact.
<b>Subgroup Writing</b>	<p><b>W11-12.6:</b> Use technology, including internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W11-12.3a,b,c,d,e:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p><b>Subgroup: Speaking and Listening</b></p> <p><b>Subgroup: Language</b></p>	<p><b>SL11-12.1a,b,c,d:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>L11-12.1a,b:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>L11-12.2 a,b</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p><b>L11-12.4 a.b.c.d</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <p><b>L11-12.5a,b:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

x	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Language Arts Curriculum**

**Unit Title:** Analyze fiction and non-fiction text and apply comprehension strategies

**Unit #: 2**

**Course or Grade Level:** Literacy Lab

**Length of Time:** 10 weeks

**Pacing**

November, December, January

**Essential Questions**

- How do we analyze the author’s development of main idea and the relationship to supporting ideas?
- How do we infer character and character development based on text?
- How do we analyze conflicting information or textual details to arrive at a conclusion about the meaning of the text?
- How do character relationships and interactions influence the plot?

**Content**

- Main idea/supporting details
- Character development
- Drawing Conclusions
- Point of view
- Setting
- Make Inferences
- Make Predictions
- Characterization and analysis
- External/internal conflict
- Plot
- **Writing Focus** – Literary Analysis

**Skills**

- Identify the main idea and supporting details within a text
- Draw conclusions about a text with textual evidence
- Identify character development and its impact on plot
- Identify literary elements in text
- Identify character conflict and provide textual support
- Make predictions based on text
- Write analytical essays analyzing character development using text evidence

**Assessments**

***Summative Assessments***

- Essay: Use evidence from the text to support how the main character develops over the course of the story. Be sure to include how the character development influences the overall plot of the story.
- Tests/quizzes – teacher made
- Short Answer responses
- Vocabulary Practice – pre/during selection
- Critical Thinking Questions – during/end of selection
- Tests – end of selection
- Open-ended Responses

	<p><b><i>Accelerated Reader Quizzes</i></b> Quizzes will be given as students complete the reading of their AR books.</p> <p><b><i>Benchmark Assessments</i></b> STAR reading assessment will be given at the end of the unit of study.</p>
<p><b>Interventions/ Differentiated Instruction</b></p>	<p><b>Modifications/ Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extended time for completion of assignments or tests</li> <li>• Additional time for reading assignments</li> <li>• Time for repeated review or drill</li> <li>• Small groups</li> <li>• Reduction of paper/pencil tasks</li> <li>• Shortened assignments</li> <li>• Assignment notebooks</li> <li>• Study sheets/summary sheets/outlines of most important facts</li> <li>• Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)</li> <li>• Visual demonstrations</li> <li>• Presentation of material in small steps</li> <li>• Read or paraphrase subject matter</li> <li>• Instructions/directions given in different channels (written, spoken, demonstration)</li> <li>• Visual or multisensory materials</li> <li>• Functional level materials</li> <li>• Mnemonic aids/devices</li> <li>• Overhead/outline for desk use</li> <li>• Credit for class participation, effort and attendance</li> <li>• Additional time for test preparation</li> <li>• Review/testing matched to student pace</li> <li>• Test directions read/explained thoroughly</li> <li>• Oral, short-answer, modified tests</li> <li>• Tutoring assistance (peer, pal, teacher, etc.)</li> <li>• Emphasis on successes</li> <li>• Graphic Organizers</li> <li>• Peer editing/enhanced text/essays</li> <li>• Technology assistance in mechanics</li> <li>• Blogging/shared analysis</li> <li>• CITW strategies</li> </ul>
<p><b>Inter-disciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• Historical nonfiction</li> <li>• Blogging/shared analysis</li> </ul>
<p><b>Lesson Resources</b></p>	<ul style="list-style-type: none"> <li>• Fiction &amp; Nonfiction</li> </ul> <p>Teacher selected mentor texts Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts as well as other internet sources</p>

- Novel
- Student AR selections

**Common Core Standards**

**Grade: 11**

**Strand(s): Reading Literature**

**Subgroup: Key Ideas and Details**

**Standard #**

**Strand: Reading Informational Text**

**Strand: Writing**  
**Subgroup: Text Types and Purpose**

**Strand: Speaking and Listening**  
**Subgroup: Comprehension and Collaboration**

**Strand: Language of Standards**  
**Subgroup: Conventions of Standard English**

**RL.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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).

**RI.11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**W.11-12.2a,b,c,d,e,f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W11-12.6:** Use technology, including internet, to produce and publish writing and to interact and collaborate with others.

**SL11-12.1a,b,c,d:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**L11-12.1a,b:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L11-12.2 a,b** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**L11-12.4 a.b.c.d** Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts

and consulting general and specialized reference materials, as appropriate.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	*	Critical Thinking and Problem Solving		Communication and Collaboration	*	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Language Arts Curriculum**

**Unit Title:** Analyze fiction and non-fiction text and apply comprehension strategies

**Unit #: 3**

**Course or Grade Level:** Literacy Lab

**Length of Time:** 8 weeks

**Pacing** February, March, April

- Essential Questions**
- How do we develop a summary of fiction text?
  - How do we use the author’s development of characters and word choice to infer theme?
  - What impact does figurative language have on a text?
  - How does an author’s use of nonlinear devices effect plot?
  - How is an argument developed?

- Content**
- Summary of fiction text
  - Infer theme
  - Figurative language
  - Nonlinear devices
  - Argument in fiction

- Skills**
- Identify, explain, and develop a summary of fiction text
  - Identify and explain the authors use of nonlinear devices and its effect on plot
  - Analyze the role of figurative language in a text
  - Analyze the impact figurative language plays in the development of meaning in a text
  - Analyze the logic, reasoning, and credibility of a claim/argument within text
  - **Writing Focus** – Argumentative Writing

- Assessments**
- Summative Assessments***
- Essay: Develop an argumentative essay containing a precise claim, evidence from the text, and a strong introduction and conclusion
  - Tests/quizzes – teacher made
  - Short Answer responses
  - Vocabulary Practice – pre/during selection
  - Critical Thinking Questions – during/end of selection
  - Tests – end of selection
  - Open-ended Responses

***Accelerated Reader Quizzes***  
Quizzes will be given as students complete the reading of their AR books.

***Benchmark Assessments***  
STAR reading assessment given at the end of the 8 week unit.

<b>Interventions / differentiated instruction</b>	<b>Modifications/ Accommodations</b> <ul style="list-style-type: none"> <li>• Extended time for completion of assignments or tests</li> <li>• Additional time for reading assignments</li> <li>• Time for repeated review or drill</li> <li>• Small groups</li> <li>• Reduction of paper/pencil tasks</li> <li>• Shortened assignments</li> <li>• Assignment notebooks</li> <li>• Study sheets/summary sheets/outlines of most important facts</li> <li>• Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)</li> <li>• Visual demonstrations</li> <li>• Presentation of material in small steps</li> <li>• Read or paraphrase subject matter</li> <li>• Instructions/directions given in different channels (written, spoken, demonstration)</li> <li>• Visual or multisensory materials</li> <li>• Functional level materials</li> <li>• Mnemonic aids/devices</li> <li>• Overhead/outline for desk use</li> <li>• Credit for class participation, effort and attendance</li> <li>• Additional time for test preparation</li> <li>• Review/testing matched to student pace</li> <li>• Test directions read/explained thoroughly</li> <li>• Oral, short-answer, modified tests</li> <li>• Tutoring assistance (peer, pal, teacher, etc.)</li> <li>• Emphasis on successes</li> <li>• Graphic Organizers</li> <li>• CITW strategies</li> <li>• Peer editing, think/pair/share, small group</li> <li>• Include strategies aimed at assisting English Language Learners</li> </ul> <p>~How to develop a lesson plan that includes Ells :  <a href="http://www.colorincolorado.org/educators/content/lessonplan">http://www.colorincolorado.org/educators/content/lessonplan</a></p> <p>~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010,  <a href="http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews">http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</a></p>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Blog entries for discussions (technology)</li> </ul>
<b>Lesson resources</b>	<ul style="list-style-type: none"> <li>•Fiction &amp; Nonfiction</li> </ul> <p>Teacher selected mentor texts  Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts as well as other internet sources</p>

•Novel  
Student AR selections

**Common Core Standards**

**Grade: 9,10**

**Strand(s): Reading Literature**

**Subgroup: Key Ideas and Details**

**Subgroup: Craft and Structure**

**Subgroup: Integration of Knowledge and Ideas**

**STRAND: Writing**

**STRAND: Speaking and Listening**  
**Subgroup: Comprehension and Collaboration**

**STRAND: Language**  
**Subgroup: Conventions of Standard English**

**Standard RL.11-12.2:** Determine two or more themes or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**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 cumulative impact of specific word choices on meaning and tone.

**RI.11-12.7:** Analyze various accounts of a subject in different mediums (e.g., a person’s life story told in both print and multimedia), determining which details are emphasized in each account.

**W.11-12.1 a,b,c,d,e:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**SL11-12.1a,b,c,d:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**L11-12.1a,b:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L11-12.2 a,b** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**L11-12.4 a.b.c.d** Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference

materials, as appropriate.  
**L11-12.5a,b:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	*	Critical Thinking and Problem Solving	*	Communication and Collaboration	*	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Language Arts Literacy Curriculum</b>	
<b>Unit Title:</b> Analyze fiction and non-fiction text and apply comprehension strategies	<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Literacy Lab	<b>Length of Time:</b> 8 weeks
<b>Pacing</b>	May, June
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does cause and effect change the plot?</li> <li>• How does the author help us draw conclusions from a text?</li> <li>• How can we use textual evidence to create a summary of a text?</li> <li>• How can we compare and contrast themes across different genres of literature?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Identify Cause &amp; Effect</li> <li>• Draw Conclusions</li> <li>• Compare and Contrast</li> <li>• Revising</li> <li>• Analysis of informational text</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify and explain the cause and effect relationship and their importance in plot development</li> <li>• Explain the structure of plot(s) in fiction</li> <li>• Draw conclusions about characters, plot, and overall theme of fiction</li> <li>• Summarize a piece of fiction and nonfiction using evidence from the text</li> <li>• Compare and contrast themes in two pieces of fiction</li> <li>• <b>Writing Focus:</b> Literary analysis of informational text</li> </ul>
<b>Assessments</b>	<p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Essay: Develop a literary analysis of information text using clear evidence from the tet as well as a clear introduction/conclusion</li> <li>• Tests/quizzes – teacher made</li> <li>• Short Answer responses</li> <li>• Vocabulary Practice – pre/during selection</li> <li>• Critical Thinking Questions – during/end of selection</li> <li>• Tests – end of selection</li> <li>• Open-ended Responses</li> </ul> <p><b><i>Accelerated Reader Quizzes</i></b> Quizzes will be given an students finish the reading of their AR books</p> <p><b><i>Benchmark Assessments</i></b> STAR reading assessment given at the end of the 8 week unit.</p>
<b>Interventions/ Differentiated Instruction</b>	<p><b>Modifications/ Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extended time for completion of assignments or tests</li> <li>• Additional time for reading assignments</li> <li>• Time for repeated review or drill</li> </ul>

	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Reduction of paper/pencil tasks</li> <li>• Shortened assignments</li> <li>• Assignment notebooks</li> <li>• Study sheets/summary sheets/outlines of most important facts</li> <li>• Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)</li> <li>• Visual demonstrations</li> <li>• Presentation of material in small steps</li> <li>• Read or paraphrase subject matter</li> <li>• Instructions/directions given in different channels (written, spoken, demonstration)</li> <li>• Visual or multisensory materials</li> <li>• Functional level materials</li> <li>• Mnemonic aids/devices</li> <li>• Overhead/outline for desk use</li> <li>• Credit for class participation, effort and attendance</li> <li>• Additional time for test preparation</li> <li>• Review/testing matched to student pace</li> <li>• Test directions read/explained thoroughly</li> <li>• Oral, short-answer, modified tests</li> <li>• Tutoring assistance (peer, pal, teacher, etc.)</li> <li>• Emphasis on successes</li> <li>• Graphic Organizers</li> <li>• CITW strategies</li> <li>• Peer editing, think/pair/share, small group</li> <li>• Include strategies aimed at assisting English Language Learners</li> </ul> <p>~How to develop a lesson plan that includes Ells :  <a href="http://www.colorincolorado.org/educators/content/lessonplan">http://www.colorincolorado.org/educators/content/lessonplan</a>  ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010,  <a href="http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews">http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</a></p>
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<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Blog entries for discussions (technology)</li> </ul>
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<b>Lesson Resources</b>	<ul style="list-style-type: none"> <li>• Fiction &amp; Nonfiction</li> </ul> <p>Teacher selected mentor texts  Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts as well as other internet sources</p> <ul style="list-style-type: none"> <li>• Novel</li> </ul> <p>Student AR selections</p>
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**Grade 11  
STANDARDS**

**Strand: Reading Literature**

**Subgroup: RL: Key Ideas and Details**

**Integration of Knowledge and Ideas**

**STRAND: Reading Standards for Informational**

**STRAND: Writing  
SUBGROUP: Text Types and Purposes**

**STRAND: Speaking and Listening  
SUBGROUP: Comprehension and Collaboration**

**STRAND: Language  
SUBGROUP: Conventions of Standard English**

**SUBGROUP: Knowledge of Language**

**RL.11-12.2:** Determine two or more themes or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of text.

**RL.11-12.7:** Analyze multiple interpretations or a story, drama, or poem, evaluating how each version interprets the source text.

**RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W.11-12.9 a, b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL11-12.1a,b,c,d:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**L11-12.1a,b:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L11-12.2 a,b** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**L11-12.4 a.b.c.d** Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

**L11-12.5a,b:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		