

**Chariho Regional School District
Grade 11 - English Language Arts**

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Grade 11, Unit 1 *Breaking Away*

Overview

Number of Instructional Days: 30

Essential Question: How does independence define the American spirit?

Genre Focus: Fiction, Historical/ Informational Texts

Extended Writing: Informational Text

Inspired by the “Constitution of the Iroquois Nations,” the Founding Fathers established the United States on the principles of equality and the right to life, liberty, and the pursuit of happiness. From the first days of the United States through the present day, the American spirit continues to be independent and sovereign.

How did independence drive the American spirit throughout history? What moments in history contradict this spirit? How has the scope of independence evolved in American society? This unit offers a wide variety of historical documents and informational text for students to explore these questions while also exploring texts in the unit’s genre focus, fiction.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned while analyzing nonfiction texts to their own informational texts. (Adapted from McGraw-Hill Ed’s *StudySync*)

Essential Content and Skills

Reading

- Annotation
- Context Clues
- Reading Comprehension
- Text Dependent Responses
- Textual Evidence
- Story Elements
- Compare and Contrast
- Media
- Author’s Purpose and Point of View
- Rhetoric
- Primary and Secondary Sources
- Theme
- Point of View
- Figurative Language

Writing

- Short Constructed Responses
- Peer Review
- Personal Response

- Organizing Narrative Writing
- Story Beginnings
- Narrative Techniques
- Transitions
- Descriptive Details
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

Language

- Capitalization
- Consistent Verb Tenses
- Basic Spelling Rules

Speaking and Listening

- Collaborative Conversation

Alignment to Standard

Standards that are the *Focus (StudySync Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.3](#) - Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[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, understatement, notable omission).

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.11-12.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

[RI.11-12.5](#) - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[RI.11-12.6](#) - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[RI.11-12.7](#) - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[RI.11-12.9](#) - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

[W.11-12.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.11-12.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.b](#) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[W.11-12.2.c](#) - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[W.11-12.2.e](#) - Establish and maintain a formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[W.11-12.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

[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.

[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.

[SL.11-12.1.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.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.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.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[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.

[SL.11-12.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[L.11-12.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.11-12.1.a](#) - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

[L.11-12.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.11-12.2.a](#) - Observe hyphenation conventions.

[L.11-12.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[L.11-12.4.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.

[L.11-12.4.b](#) - 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).

[L.11-12.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

Click on the standard to view the standards progression.

[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.

[W.11-12.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.11-12.1.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.

[W.11-12.1.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 knowledge level, concerns, values, and possible biases.

[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.11-12.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading

Informational Text as needed.

[W.11-12.9.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").

[W.11-12.9.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]").

[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.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grade 11, Unit 3 (Quarter 2)

No Strangers Here

Overview

Number of Instructional Days: 30

Essential Question: How does place shape the individual?

Genre Focus: Poetry

Extended Writing: Literary Analysis

Places have their own identity. From our country to our state to our town to our home, each one has a culture it's known for. Where we are, then, affects who we are. The history, social norms, and expectations of the place we live can give us opportunities or limit them.

What makes a place so influential? How have these places influenced who we are? How have they shaped how we view the world and ourselves?

In this unit, students will think about the theme and essential question as they focus on the literary periods of Realism, Naturalism, and Regionalism as well as nonfiction texts. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about literary analyses to their own literary analysis essays. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Figurative Language
- Connotation and Denotation
- Reasons and Evidence
- Summarizing
- Poetic Elements and Structures

- Media
-

Writing

- Thesis Statement
- Organizing Argumentative Writing

- Reasons and Relevant Evidence
- Introductions
- Transitions
- Conclusions
- Style
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit

and Publish

Language

- Semicolons
- Commonly Confused Words
- Misuse of Commas

Alignment to Standard

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

[RL.11-12.7](#) - Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

[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.

[RI.11-12.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[RI.11-12.8](#) - Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

[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.

[W.11-12.1.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.

[W.11-12.1.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 knowledge level, concerns, values, and possible biases.

[W.11-12.1.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.

[W.11-12.1.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.

[W.11-12.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.11-12.2](#) - 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.

[W.11-12.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.b](#) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[W.11-12.2.c](#) - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[W.11-12.2.e](#) - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[L.11-12.5.b](#) - Analyze nuances in the meaning of words with similar denotations.

Standards that *Reinforce (StudySync - Practice/Application only)* the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RL.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly

as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RI.11-12.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[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.

[W.11-12.1.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.

[W.11-12.1.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 knowledge level, concerns, values, and possible biases.

[W.11-12.1.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.

[W.11-12.1.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.

[W.11-12.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[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.11-12.9](#) - 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").

[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.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

[L.11-12.4.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.

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their

role in the text.

[L.11-12.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[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.

[SL.11-12.1.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.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.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.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grade 11, Unit 4 (Quarter 3) *Living the Dream*

Overview

Number of Instructional Days: 30

Essential Question: What does home mean to you?

Genre Focus: Drama

Extended Writing: Research Project

Home is a part of who we are. It’s where we spend most of our time, learn many of life’s lessons, seek comfort and protection, and feel a sense of belonging.

What emotional and physical needs must a place satisfy in order to be considered a home? Is home something you need to “own”? What conflicts arise when a home means different things for the people living there? In this unit, students will think about the essential question as they analyze dramatic texts as well as poetry, and informational texts.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about this theme to produce their own research projects. (Adapted from McGraw-Hill Ed’s *StudySync*)

Essential Content and Skills

Reading

- Central or Main Idea
- Figurative Language
- Author's Purpose and Point of View
- Dramatic Elements and Structure
- Summarizing
- Theme
- Language, Style, and Audience
- Technical Language
- Reasons and Evidence
- Connotation and Denotation
- Compare and Contrast
- Media

- Evaluating Sources
- Research and Notetaking
- Critiquing Research
- Paraphrasing
- Sources and Citations
- Print and Graphic Features
- Using a Style Guide
- Research Writing Process: Plan
- Research Writing Process: Draft
- Research Writing Process: Revise
- Research Writing Process: Edit and Publish

Language

Writing

- Planning Research
- Contested Usage
 - Hyphen

Alignment to Standard

Standards that are the *Focus (StudySync Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[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 a text.

[RL.11-12.3](#) - Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

[RL.11-12.7](#) - Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

[RI.11-12.2](#) - Determine two or more 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 provide a complex analysis; provide an objective summary of a text.

[RI.11-12.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[RI.11-12.6](#) - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

[W.11-12.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.11-12.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.11-12.2.b](#) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[W.11-12.2.c](#) - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.11-12.2.d](#) - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[W.11-12.2.e](#) - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[W.11-12.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[W.11-12.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[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.11-12.7](#) - 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.11-12.8](#) - When conducting research, 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.

[L.11-12.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.11-12.1.a](#) - Apply the understanding that usage is a matter of convention, can change over time,

and is sometimes contested.

[L.11-12.1.b](#) - Resolve issues of complex or contested usage, consulting references.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[L.11-12.4.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.

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

Click on the standard to view the standards progression.

[RL.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RI.11.12.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[RI.11-12.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.11-12.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.11-12.1.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.

[W.11-12.1.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 knowledge level, concerns, values, and possible biases.

[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.11-12.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

[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.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

[L.11-12.4.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.

[L.11-12.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[L.11-12.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[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.

[SL.11-12.1.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.

[SL.11-12.1.b](#) - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[SL.11-12.1.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.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[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.

Grade 11, Unit 2 (Quarter 4)
The Highway

Overview

Number of Instructional Days: 30

Essential Question: How do journeys influence perspective?

Genre Focus: Informational

Extended Writing: Narrative

Leaving the comfort and familiarity of our usual surroundings to experience new places can broaden our understanding of the world and our place in it. Whether recounting family road trips or solo travels to other countries, narratives about journeys invite readers along for the ride and offer them an opportunity to witness how a journey can shape, and even change, the way the traveler sees the world.

What makes a journey life-changing? What do readers learn by reading about journeys and their impact on travelers' perspectives? What do these stories teach us about ourselves and our society?

In this unit, students will think about the theme and essential question as they focus on the literary periods of Transcendentalism and Romanticism as well as nonfiction texts. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about others' journeys to their own narrative writing projects. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Summarizing
- Language, Style, and Audience
- Informational Text Elements
- Media
- Word Meaning
- Arguments and Claims
- Context Clues
- Textual Evidence
- Informational Text Structure
- Word Patterns and Relationships
- Story Structure
- Connotation and Denotation

- Thesis Statement
- Supporting Details
- Introductions
- Transitions
- Precise Language
- Conclusions
- Style
- Informative Writing Process: Plan
- Informative Writing Process: Draft
- Informative Writing Process: Revise
- Informative Writing Process: Edit and Publish

Writing

- Organizing Informative Writing

Language

- Quotation marks
- Commas with Direct Quotes
- Apostrophes

Alignment to Standard

Standards that are the *Focus (StudySync Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RI.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[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.

[RI.11-12.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[RI.11-12.5](#) - Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

[RI.11-12.7](#) - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

[RI.11-12.10](#) - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

[W.11-12.3](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.11-12.3.a](#) - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.

[W.11-12.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W.11-12.3.c](#) - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).

[W.11-12.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W.11-12.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[L.11-12.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.11-12.1.a](#) - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

[L.11-12.1.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.11-12.3](#) - 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.

[L.11-12.3.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.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

[L.11-12.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

[L.11-12.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[L.11-12.4.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).

[L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.11-12.5.a](#) - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[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.11-12.5](#) - 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.

Standards that Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:
Click on the standard to view the standards progression.

[RL.11-12.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RL.11-12.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).

[RL.11-12.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[L.11-12.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[L.11-12.4.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.

[L.11-12.4.b](#) - 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).

[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.

[SL.11-12.1.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.

[SL.11-12.1.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.

[SL.11-12.1.d](#) - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[SL.11-12.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.