



2020 – 2021 Reading Pacing Guide

Grade 11

First 20 Guidance (for starting Quarter 1)

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional)
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to the Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**** Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

Rubric/Assessment:

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



Quarter 1

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.2 ▪ RL2.5 ▪ RL3.7 	<u>Benchmark Standard (Speaking & Listening)</u> <ul style="list-style-type: none"> ▪ SL1.2&3 ▪ SL2.4&5
<p><u>myP Unit: 5</u> Facing Our Fears</p>	<p><u>myP Unit Text Sets</u></p> <p>Focus Period: 1920–1960 Times of trouble Anchor Text (Drama): <i>The Crucible</i> by Arthur Miller Media (Audio Performance): <i>the Crucible</i> L.A. Theatre Works Autobiography: <i>from Farewell to Manzanar</i> by Jeanne Wakatsuki Houston and James D. Houston Media (Video): <i>Interview With George Takei</i> Archive of American Television Short Story: <i>Antojos</i> by Julia Alvarez</p>
<p><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Devil in the White City</i>, by Erik Larson (Lexile level 1170) ▪ <i>The Red Badge of Courage</i>, by Stephen Crane (Lexile level 900)
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ What Fear can teach Us (Speech) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Approach to Math Phobia (Science & Math)



<ul style="list-style-type: none"> ▪ Legend of Sleepy Hollow (Short Story) ▪ Salem Witch Trials (Info) <p>Mask of Red Death (Allegory)</p>	<ul style="list-style-type: none"> ▪ WWII Night Witches (World History)
<p><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative <p><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Informal Speech: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. <p>Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice.</p> 	<p><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Presenting an Argument ▪ Prompt: Do people usually learn from their fear and their actions created from it? <ul style="list-style-type: none"> - Conduct interviews, gather evidence, and prepare a debate (IE-practicing Socratic Seminar)

Quarter 2

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.2](#)
- [RI2.4](#)
- [RI2.5](#)
- [RI3.8](#)

Benchmark Standard (Speaking & Listening)

- [SL1.3](#)
- [SL2.4](#)

myP Unit Text Sets

myP Unit: 3
Power, Protest, Change

Focus Period: 1850–1890

Civil War and Social Change

Anchor Text (Speech):

from What to the Slave Is the Fourth of July? By Frederick Douglass

Anchor Text (Speech): *Second Inaugural Address* by Abraham Lincoln

Media (Image Gallery):

Perspectives on Lincoln

Speech: *Ain't I a Woman?* by Sojourner Truth

Public Document: *Declaration of Sentiments* by Elizabeth Cady Stanton

Media (Podcast): *Giving Women the Vote* by Sandra Sleight-Brennan

Short Story: *The Story of an Hour*

by Kate Chopin

Legal Opinion: *Brown v. Board of Education: Opinion of the Court* by Earl Warren

Magazine Article: *Was Brown v. Board a Failure?* By Sarah Garland



<p style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>Black Like Me</i>, by John Howard Griffin (Lexile level 990) ▪ <i>A Separate Peace</i>, by John Knowles (Lexile level 1110)
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ To Those Who Keep Slaves and Approve the Practice ▪ Excerpt from Spirit of Laws ▪ America the Beautiful 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Primary Sources: Excerpt from letter from Sarah M. Grimké to Mary S. Parker ▪ Notorious Victoria: the first woman to run for president
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Informative <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Podcast (3-5m): ▪ Style: Interview, individual/multiple people sharing a story, performance, etc. ▪ Locate key evidence from Intro, Body, Con ▪ Choose audio clips and visuals, such as photos and video for support ▪ Utilize Rubric for grading 	<p style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Research Presentation ▪ Prompt: What can we learn from ordinary people about extraordinary (wartime) events? <ul style="list-style-type: none"> - ** Can adapt above to replace (wartime) with another focus to increase engagement, provide choice, etc.



Quarter 3

Benchmark Standard (Rdng Info/Lit)

- [RI 1.1](#)
- [RI1.3](#)
- [RI2.6](#)
- [RI3.8](#)
- [RI3.9](#)

Benchmark Standard (Speaking & Listening)

- [SL1.1&2](#)
- [SL2.4](#)

myP Unit: 1 Writing Freedom

myP Unit Text Sets

Focus Period: 1750–1800

A New Nation

Anchor Text (Foundational Document):

Declaration of Independence by Thomas Jefferson

Anchor Text (Foundational Documents):

Preamble to the Constitution by Gouverneur Morris

Bill of Rights by James Madison

Anchor Text (Speech):

Speech in the Convention by Benjamin Franklin

MEDIA (IMAGE GALLERY):

The American Revolution:

Visual Propaganda

Expository Nonfiction: *from America's Constitution: A Biography* by Akhil Reed Amar

Graphic Novel: *from The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell

Autobiography: *from The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano

Letter (Biography): *Letter to John Adams* by Abigail Adams
from Dear Abigail

Speech: *Gettysburg Address* by Abraham Lincoln



<p><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Federalist Papers</i>, by Alexander Hamilton (Lexile level 1450) ▪ <i>Uncle Tom's Cabin</i>, by Harriet Beecher Stowe (Lexile level 1050)
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Greek Society (Info) ▪ Stop & Frisk: Right or Wrong (Info) ▪ Patriot Act (Info) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Woman's word Inflamed American Rev (U.S. History) ▪ Life of Toni Morrison (Arts)
<p><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative <p><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Video Commentary: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. PRACTICE - Focus on eye contact and concise wording with much practice. Classmate controls camera for recording. 	<p><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Present an Argument ▪ Prompt: Do narratives present strong evidence to support arguments about American Freedoms? <ul style="list-style-type: none"> - ** Can adapt above with another focus to increase engagement, provide choice, etc.



Quarter 4

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.3 ▪ RI2.5 ▪ RI3.7 ▪ RI3.9 	<u>Benchmark Standard (Speaking & Listening)</u> <ul style="list-style-type: none"> ▪ SL1.2 ▪ SL2.6
<p style="text-align: center;"><u>myP Unit: 2</u> The Individual & Society</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Focus Period: 1800–1870 An American Identity Anchor Text (Essay/Poetry): <i>The Writing of Walt Whitman</i> by Walt Whitman Anchor Text (Poetry Collection): <i>The Poetry of Emily Dickinson</i> by Emily Dickinson MEDIA (RADIO BROADCAST): <i>from Emily Dickinson</i> <i>from Great Lives</i> BBC Radio 4 Philosophical Writing: <i>from Nature</i> <i>from Self-Reliance</i> by Ralph Waldo Emerson Philosophical Writing: <i>from Walden</i> <i>from Civil Disobedience</i> by Henry David Thoreau Media (Public Documents): <i>Innovators and Their Inventions</i> Poetry: <i>The Love Song of J. Alfred Prufrock</i> by T. S. Eliot Short Story: <i>A Wagner Matinée</i> By Willa Cather</p>



<p style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Jungle</i>, by Upton Sinclair (Lexile level 1170) ▪ <i>Walden and "Civil Disobedience"</i>, by Henry David Thoreau ▪ <i>The Girl who kicked the Hornet's Nest</i>, by Stieg Larsson
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Compliance (Psych) ▪ Wounded Knee Massacre (Primary Source) ▪ Poe: Eleonora (Poetry) ▪ Egyptian Mummies & Process (Info) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Why Stereotypes should be Avoided (Arts & Culture) ▪ Students use grade caps to express Statements (Kids)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Personal Narrative *(Edit for a more Informative Writing Task) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Storytelling Session: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. - Begin with an exciting hook! - Locate key evidence from Intro, Body, Con - Vary the tone, pitch, and inflection of voice - Utilize Rubric for grading 	<p style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Group Speech ▪ Prompt: When is it difficult to march to the "beat of a different drummer" and stand on your own as an individual? <ul style="list-style-type: none"> - ** Can adapt above with another focus to increase engagement, provide choice, etc. - Utilize <i>myP</i>, CommonLit, NewsELA, etc.