



2020 – 2021 ELA 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

<p><u>Benchmark Standard (Rdng Info/Lit)</u></p> <ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.2 ▪ RL2.5 ▪ RL3.7 	<p><u>Benchmark Standard (Speaking & Listening)</u></p> <ul style="list-style-type: none"> ▪ SL1.2&3 ▪ SL2.4&5
<p><u>myP Unit: 5</u> Facing Our Fears</p> <p>The American Puritan Tradition and Dilemma</p> <p>Salem Witch Trials</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>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative Writing - Prompt: <i>myP</i>: Could the characters in <i>The Crucible</i> have done more to end the hysteria in Salem? OR Do people usually learn from their fear and those actions created from it? - **Adapt if needed for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: Is fear always a harmful emotion? *(Make adaptations if needed prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing



<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.3.a-e, W.5, W.10, L.1, L.4.c</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.1.a-e, W.4, W.5, W.8, W.11, L.1</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</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 style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;"><u>SL.2.5, SL.1.3, SL.2.4</u></p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ What Fear can teach Us (Speech) ▪ Legend of Sleepy Hollow (Short Story) ▪ Salem Witch Trials (Info) <p>Mask of Red Death (Allegory)</p>	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Approach to Math Phobia (Science & Math) ▪ WWII Night Witches (World History)



Quarter 2

<p><u>Benchmark Standard (Rdng Info/Lit)</u></p> <ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.2 ▪ RI2.4 ▪ RI2.5 ▪ RI3.8 	<p><u>Benchmark Standard (Speaking & Listening)</u></p> <ul style="list-style-type: none"> ▪ SL1.3 ▪ SL2.4
<p><u>myP Unit: 3</u> Power, Protest, Change</p> <p>The Joy That Kills</p> <p>Seeking Social Justice Through Satire</p> <p>A Portrait of Our World: Making Connections and Developing Comprehension</p>	<p><u>myP Unit Text Sets</u></p> <p>Focus Period: 1850–1890 Civil War and Social Change Anchor Text (Speech): <i>from What to the Slave Is the Fourth of July?</i> By Frederick Douglass Anchor Text (Speech): <i>Second Inaugural Address</i> by Abraham Lincoln Media (Image Gallery): <i>Perspectives on Lincoln</i> Speech: <i>Ain't I a Woman?</i> by Sojourner Truth Public Document: <i>Declaration of Sentiments</i> by Elizabeth Cady Stanton Media (Podcast): <i>Giving Women the Vote</i> by Sandra Sleight-Brennan Short Story: <i>The Story of an Hour</i> by Kate Chopin Legal Opinion: <i>Brown v. Board of Education: Opinion of the Court</i> by Earl Warren Magazine Article: <i>Was Brown v. Board a Failure?</i> By Sarah Garland</p>



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Write an Informative Essay - Prompt: <i>myP</i>: Did the nation achieve the goals that Douglass and Lincoln originally desired? (Yes/No? Why/Why not?) - **Adapt to student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Informative Essay - Prompt: What motivates people to struggle for or create/persevere through change? *(Make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.3.a-e, W.5, W.10, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.1.a-e, W.4, W.5, W.8, W.11, L.1</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</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><u>PT: Speaking & Listening Standards Focus</u></p> <p><u>SL.2.5, SL.1.3, SL.2.4</u></p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p>	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p>



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| <ul style="list-style-type: none">▪ To Those Who Keep Slaves and Approve the Practice▪ Excerpt from Spirit of Laws▪ America the Beautiful | <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 |
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Quarter 3

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> ▪ RI 1.1 ▪ RI1.3 ▪ RI2.6 ▪ RI3.8 ▪ RI3.9 	<u>Benchmark Standard (Speaking & Listening)</u> <ul style="list-style-type: none"> ▪ SL1.1&2 ▪ SL2.4
<p style="text-align: center;"><u>myP Unit:</u> 1 Writing Freedom</p> <p>Researching the Argument</p> <p>Views on Freedom</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Focus Period: 1750–1800 A New Nation Anchor Text (Foundational Document): <i>Declaration of Independence</i> by Thomas Jefferson Anchor Text (Foundational Documents): <i>Preamble to the Constitution</i> by Gouverneur Morris <i>Bill of Rights</i> by James Madison Anchor Text (Speech): <i>Speech in the Convention</i> by Benjamin Franklin MEDIA (IMAGE GALLERY): <i>The American Revolution:</i> Visual Propaganda Expository Nonfiction: <i>from America’s Constitution: A Biography</i> by Akhil Reed Amar Graphic Novel: <i>from The United States Constitution: A Graphic</i> <i>Adaptation</i> by Jonathan Hennessey and Aaron McConnell Autobiography: <i>from The Interesting Narrative of the Life of</i> <i>Olaudah Equiano</i> by Olaudah Equiano Letter (Biography): <i>Letter to John Adams</i> by Abigail Adams</p>



	<p><i>from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters</i> by Diane Jacobs</p> <p>Speech: <i>Gettysburg Address</i> by Abraham Lincoln</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative Writing - Prompt: <i>myP</i>: Which statement is most compelling: Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence? - **Adapt if needed for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: What are the most effective tools for establishing and preserving human rights/freedom? *(Make adaptations if needed prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.3.a-e, W.5, W.10, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.1.a-e, W.4, W.5, W.8, W.11, L.1</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</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>PT: Speaking & Listening Standards Focus</u></p> <p>SL.2.5, SL.1.3, SL.2.4</p>

**Common Lit Resource Mini-Lesson Text Sets**

- Greek Society (Info)
- Stop & Frisk: Right or Wrong (Info)
- Patriot Act (Info)

NewsELA Resource Mini-Lesson Text Sets

- Woman's word Inflamed American Rev (U.S. History)
- Life of Toni Morrison (Arts)



Quarter 4

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI2.5](#)
- [RI3.7](#)
- [RI3.9](#)

Benchmark Standard (Speaking & Listening)

- [SL1.2](#)
- [SL2.6](#)

myP Unit: 2

The Individual & Society

[Narrative of the Captivity Close Reading](#)

[Purdue Owl :Personal Statement](#)

myP Unit Text Sets

Focus Period: 1800–1870

An American Identity

Anchor Text (Essay/Poetry): *The Writing of Walt Whitman* by Walt Whitman

Anchor Text (Poetry Collection): *The Poetry of Emily Dickinson* by Emily Dickinson

MEDIA (RADIO BROADCAST):

from Emily Dickinson

from Great Lives

BBC Radio 4

Philosophical Writing:

from Nature

from Self-Reliance

by Ralph Waldo Emerson

Philosophical Writing:

from Walden

from Civil Disobedience

by Henry David Thoreau

Media (Public Documents): *Innovators and Their Inventions* **Poetry:**

The Love Song of J. Alfred Prufrock by T. S. Eliot

Short Story: *A Wagner Matinée* By Willa Cather



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Nonfiction Narrative - Prompt: How has my personal experience(s) shaped my view of individualism? - **Adapted for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, sensory details, transitions, elaboration, clear & concise word choice 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Nonfiction Narrative - Prompt: What significant incident helped me realize that I am a unique individual? *(If necessary, make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for Narrative writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.9.2.a-f, W.9.5, W.9.10, L.3.a</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.2.a-f, W.5, W.7, L.2.c, L.3</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</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><u>PT: Speaking & Listening Standards Focus</u></p> <p><u>SL.10.1, SL.10.5, SL.10.6</u></p>

**Common Lit Resource Mini-Lesson Text Sets**

- Compliance (Psych)
- Wounded Knee Massacre (Primary Source)
- Poe: Eleonora (Poetry)
- Egyptian Mummies & Process (Info)

NewsELA Resource Mini-Lesson Text Sets

- Why Stereotypes should be Avoided (Arts & Culture)
- Students use grade caps to express Statements (Kids)