

English III Language Arts (11<sup>th</sup> grade)  
Year at a Glance

<p>English III Language Arts(11<sup>th</sup> Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p style="text-align: center;">Course Description</p> <p>The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p><b>GENERAL NOTES</b></p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn</li><li>• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none"><li>○ text craft and structure</li><li>○ elements of literature</li><li>○ arguments and claims supported by textual evidence</li><li>○ power and impact of language</li><li>○ influence of history, culture, and setting on language</li><li>○ personal critical and aesthetic response</li></ul></li><li>• writing for varied purposes<ul style="list-style-type: none"><li>○ developing and supporting argumentative claims</li><li>○ crafting coherent, supported informative/expository texts</li><li>○ responding to literature for personal and analytical purposes</li><li>○ writing narratives to develop real or imagined events</li><li>○ writing to sources (short and longer research) using text based claims and evidence</li></ul></li></ul>	<p style="text-align: center;"><u>Family Resources</u></p> <p><a href="#">Language Arts Florida Standards Grade 11</a></p> <p><a href="#">Coming Prepared to Discuss</a></p> <p><a href="#">What Is Text Based Talk?</a></p> <p><i>*Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA-retake Writing Assessment.</i></p> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in isolation or sequential order. This means that standards spiral in and out of each lesson, are paired strategically, and will repeat throughout the year depending on the theme, task, and text.</i></p>
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	<ul style="list-style-type: none"> <li>• effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions</li> <li>• collaboration amongst peers</li> </ul>	
	<b>Key Standards Covered</b>	<b>Examples of Resources</b>
<b>Quarter 1</b>	<p style="text-align: center;"><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>•Cite textual evidence to support analysis of as well as inferences drawn from the text. <a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a></li> <li>•Write effective arguments, informative and explanatory texts, and narratives. <a href="#">LAFS.1112.W.1.1</a> <a href="#">LAFS.1112.W.1.2</a> <a href="#">LAFS.1112.W.1.3</a></li> <li>•Determine the meaning of words/phrases as they are used in the text, including analysis of the impact of specific word choices on meaning and tone. <a href="#">LAFS.1112.RL.2.4</a></li> <li>•Analyze how an author’s choices concerning structure, order of events, and time manipulation create mystery, tensions, or surprise. <a href="#">LAFS.1112.RL.2.5</a> <a href="#">LAFS.1112.RL.1.3</a></li> <li>•Analyze a particular point of view or cultural experience reflected in an American narrative <a href="#">LAFS.1112.RI.2.6</a> <a href="#">LAFS.1112.RL.3.9</a></li> <li>•Analyze the representation of a subject or key idea in two different artistic mediums, including what is emphasized or absent in each treatment. <a href="#">LAFS.1112.RL.3.7</a></li> <li>•Determine central idea of a text and analyze its development over the course of the text. <a href="#">LAFS.1112.RI.1.2</a> <a href="#">LAFS.1112.RL.1.2</a></li> <li>•Determine author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <a href="#">LAFS.1112.RI.2.5</a> <a href="#">LAFS.1112.RI.2.6</a> <a href="#">LAFS.1112.RL.2.5</a> <a href="#">LAFS.1112.RL.2.6</a></li> </ul>	<p><b><u>Example Text*</u></b></p> <p><i>The Crucible</i> by Arthur Miller (Page 457)</p> <p><b>Writing Support for Students:</b>  <a href="#">Guide to Grammar and Writing: Principles of Composition</a></p> <p><b><u>Sample Writing Task:</u></b>  Based on the themes of this quarter and your reading of the anchor and supplemental texts, argue (in a short or extended essay response using evidence from the text) what it means to be a modern person in modern society.</p>

<p style="text-align: center;"><b>Quarter 2</b></p>	<b>Standards Covered</b>	<b>Examples of Resources</b>
	<p style="text-align: center;"><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of as well as inferences drawn from the text. <a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a></li> <li>• Write effective arguments, informative and explanatory texts, and narratives. <a href="#">LAFS.1112.W.1.1</a> <a href="#">LAFS.1112.W.1.2</a> <a href="#">LAFS.1112.W.1.3</a></li> <li>• Research and write about a “modern day Thoreau” or the tiny house movement. <a href="#">LAFS.1112.W.1.1</a> <a href="#">LAFS.1112.W.1.2</a> <a href="#">LAFS.1112.W.1.3</a></li> <li>• Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary. <a href="#">LAFS.1112.RI.1.2</a> <a href="#">LAFS.1112.RL.1.2</a></li> <li>• Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone. <a href="#">LAFS.1112.RL.2.4</a></li> <li>• Analyze how an author’s choices concerning how to structure a text, order events, and manipulate time create such effects as mystery, tension, or surprise. <a href="#">LAFS.1112.RL.2.5</a> <a href="#">LAFS.1112.RL.1.3</a></li> <li>• Analyze a particular point of view or cultural experience reflected in an American narrative. <a href="#">LAFS.1112.RI.2.6</a> <a href="#">LAFS.1112.RL.3.9</a></li> <li>• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. <a href="#">LAFS.1112.RL.3.7</a></li> <li>• Analyze how the author unfolds an analysis or series of ideas or events, including the order they are introduced and the connections. <a href="#">LAFS.1112.RI.1.3</a> <a href="#">LAFS.1112.RI.2.5</a> <a href="#">LAFS.1112.RI.2.6</a></li> </ul>	<p><b><u>Example Text*</u></b></p> <p><i>Walden</i> by Henry David Thoreau (page 207)</p> <p><b><u>Writing Support for Students:</u></b>  <b><u>Proper Techniques for Research and Writing:</u></b>          (Students can learn the steps for all aspects of writing a research paper with a comprehensive list of links to various style guides.)</p> <p><a href="#">MLA Documentation</a></p> <hr/> <p><b><u>Sample Writing Task:</u></b>          Based on the anchor text you read this quarter, write or present (in a short or extended essay response or speech) an analysis of Henry David Thoreau’s view of nature. Do you agree?</p>

	<ul style="list-style-type: none"> <li>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. <a href="#">LAFS.1112.RI.2.5</a></li> <li>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <a href="#">LAFS.1112.RI.2.6</a></li> </ul>	
<p style="text-align: center;"><b>Quarter 3</b></p>	<b>Standards Covered</b>	<b>Examples of Resources</b>
	<p><b>Students will be able to :</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <a href="#">LAFS.1112.RI.1.1</a> <a href="#">LAFS.1112.RL.1.1</a></p> <ul style="list-style-type: none"> <li>Write effective arguments to support an analysis of the text as well as informative and explanatory texts. <a href="#">LAFS.1112.W.1.1</a> <a href="#">LAFS.1112.W.1.2</a> <a href="#">LAFS.1112.W.1.3</a></li> <li>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <a href="#">LAFS.1112.RL.1.2</a> <a href="#">LAFS.1112.RL.1.3</a> <a href="#">LAFS.1112.RI.1.3</a></li> <li>Determine the meaning of words or 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. <a href="#">LAFS.1112.RI.2.4</a></li> <li>Determine a central idea of a text and analyze 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 a text. <a href="#">LAFS.1112.RI.1.2</a> <a href="#">LAFS.1112.RL.1.2</a></li> <li>Analyze how an author unfolds an analysis or series of ideas or events, including the order the points are made, how they are introduced and developed, and the connections that are drawn between them. <a href="#">LAFS.1112.RI.2.5</a></li> <li>Determine the author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <a href="#">LAFS.1112.RI.2.6</a></li> </ul>	<p><b>Example Text*</b> <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><b>Reading Support for Students:</b> <a href="#">How to Read and Analyze Poems: A 5-Step Process :</a> This activity takes you through a logical progression of how to read poetry which calls for a different approach from reading other literary genres.</p> <p><b>Writing Support for Students:</b> <a href="#">How to Avoid Plagiarism:</a> This tutorial from the University of Maryland University College's Writing Center will help students understand and evaluate three ways to use source material: quoting, paraphrasing, and summarizing.</p> <p><b>Sample Writing Task:</b> Based on your anchor text and any supplemental texts read this quarter, analyze and</p>

		explain how the novel does or does not demonstrate the death of the American Dream.
Quarter 4	<b>Standards Covered</b>	<b>Examples of Resources</b>
	<ul style="list-style-type: none"> <li>• Read and comprehend literature, both fiction and non-fiction, in the grades 9-10 text complexity band proficiently. <a href="#">LAFS.1112.RL.4.10</a></li> <li>• Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. <a href="#">LAFS.1112.SL.1.2</a></li> <li>• Engage effectively in a range of collaborative discussions. <a href="#">LAFS.1112.SL.1.1</a></li> <li>• Demonstrate command of the conventions of Standard English. <a href="#">LAFS.1112.L.1.1</a> <a href="#">LAFS.1112.L.1.2</a></li> <li>• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <a href="#">LAFS.1112.SL.2.4</a></li> <li>• Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <a href="#">LAFS.1112.SL.2.5</a></li> </ul>	<p><b><u>Example Text*</u></b></p> <p><i>The Things They Carried</i> by Tim O’Brian</p> <p><b>Writing Support for Students:</b>  <a href="#">Purdue OWL: Personal Statement:</a>  In this vidcast from the Purdue Online Writing Lab, students can learn how to write a personal statement for their college applications.</p> <p><a href="#">Selling Yourself: Resume Generator:</a></p> <p>In this tutorial from ReadWriteThink.org students can learn how to create a professional resume that showcases their talents and skills.</p> <p><a href="#">The Art of the Metaphor:</a></p> <p>In this animated video from TEDed, you will learn about the power of metaphors in your reading and in your</p>

		<p>writing. The video explores questions like: "How do metaphors help us better understand the world?", as well as "What makes a good metaphor?"</p> <p><b><u>Sample Writing Task:</u></b></p> <p>4<sup>th</sup> quarter offers opportunity for creative writing, i.e. poetry, memoir, narratives to encourage student exploration of themselves and the world through their writing and discussion. Students may also have the opportunity to work on other practical writing such as resumes and college application essays.</p>
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