

2020-2021 11th Eng 3 Year at a Glance

1st NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

11.1.A Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax

11.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery

Comprehension

11.4.E Make connections to personal experiences, ideas in other texts, and society

11.4.F Make inferences and use evidence to support understanding

11.4.G Evaluate details read to understand key ideas

Response skills

11.5.A Describe personal connections to a variety of sources, including self-selected texts

11.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order;

11.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

11.5.G Discuss and write about the explicit and implicit meanings of text

11.5.J Defend or challenge the authors' claims using relevant text evidence.

Multiple genres

11.7.B Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms

11.7.D Analyze characteristics and structural elements of informational texts such as: (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion

11.7.E Analyze characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals

Author's Purpose and Craft

11.8.A Analyze the author's purpose, audience, and message w/in a text

11.8.B Evaluate use of text structure to achieve the author's purpose

11.8.F Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text

11.8.G Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Inquiry and Research

11.11.A Develop questions for formal and informal inquiry

Targeted Writing TEKS

Literary Response Writing

11.5 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

11.8 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Student analyzes and applies author's craft purposefully to develop his/her own products/performances.

11.9.A-C Composition:

- **plan a piece of writing** appropriate for various purposes and audiences by generating ideas through a range of strategies (brainstorming, journaling, reading, discussing)
- **develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations
- **revise drafts** to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

11.10.A Compose literary texts such as fiction and poetry using genre characteristics and craft

Ongoing TEKS = Literacy Routines

11.1.A, D Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)

11.2 Uses newly acquired vocabulary expressively through word study

11.3 Independently reads and self-selects texts

11.4 Use metacognitive skills to develop and deepen comprehension

11.5 Responds to increasingly challenging sources (includes ELA Interactive Ntbk)

11.7-8 Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products

11.9 Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

***Formative and summative assessment** is based on the extent to which a student applies lessons learned in the workshop classroom to their reading and writing, the process by which lessons shape student reading and writing choices, and the proficiency demonstrated in student-generated reading and writing.

2020-2021 11th Eng 3 Year at a Glance

2nd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

11.1.A Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax

11.1.D Participate collaboratively, offering ideas/judgments purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating work of the group based on agreed-upon criteria.

Comprehension

11.4.F Make inferences and use evidence to support understanding

11.4.G Evaluate details read to understand key ideas

Response skills

11.5.B Write responses that demonstrate analysis of texts, including comparing texts within and across genres

11.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order

11.5.I Reflect on and adjust responses when valid evidence warrants

11.5.J Defend or challenge authors' claims using relevant text evidence.

Multiple genres

11.6.D Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme

11.7.C Analyze how relationships among dramatic elements advance plot

11.7.D Analyze characteristics and structural elements of informational texts such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

11.7.E Analyze characteristics and structural elements of argumentative texts, such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader

Author's Purpose and Craft

11.8.A Analyze the author's purpose, audience, and message w/in a text

11.8.B Evaluate use of text structure to achieve the author's purpose

11.8.F Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text

11.8.G Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Ongoing TEKS = Literacy Routines

11.1.A, D Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)

11.2 Uses newly acquired vocabulary expressively through word study

11.3 Independently reads and self-selects texts

11.4 Use metacognitive skills to develop and deepen comprehension

11.5 Responds to increasingly challenging sources (includes ELA Interactive Ntbk)

11.7-8 Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products

11.9 Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

***Formative and summative assessments**

Targeted Writing TEKS

Literary Response Writing

11.5 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

11.8 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Student analyzes and applies author's craft purposefully to develop his/her own products/performances.

11.9.A-C Composition:

- **plan a piece of writing** appropriate for various purposes and audiences by generating ideas through a range of strategies (brainstorming, journaling, reading, discussing)
- **develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations
- **revise drafts** to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences

Ongoing TEKS = Literacy Routines

11.1.A, D Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)

11.2 Uses newly acquired vocabulary expressively through word study

11.3 Independently reads and self-selects texts

11.4 Use metacognitive skills to develop and deepen comprehension

11.5 Responds to increasingly challenging sources (includes ELA Interactive Ntbk)

11.7-8 Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products

11.9 Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

***Formative and summative assess**

2020-2021 11th Eng 3 Year at a Glance

3rd NINE Weeks

Targeted Reading TEKS

Targeted Writing TEKS

Foundational Language Skills (Through all reading)

- 11.1.A** Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax
- 11.1.D** Participate collaboratively, offering ideas/judgments purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating work of the group based on agreed-upon criteria.
- 11.2.B** Analyze context to draw conclusions about nuanced meanings such as in imagery

Comprehension

- 11.4.F** Make inferences and use evidence to support understanding
- 11.4.G** Evaluate details read to understand key ideas
- 11.4.H** Synthesize information from a variety of text types to create new understanding
- 11.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

Response skills

- 11.5.D** Paraphrase/summarize texts; maintain meaning and logical order
- 11.5.E** Interact with sources in meaningful ways such as notetaking, annotating
- 11.5.G** Discuss and write about the explicit and implicit meanings of text
- 11.5.I** Reflect on and adjust responses when valid evidence warrants
- 11.5.J** Defend or challenge authors' claims using relevant text evidence.

Multiple genres

- 11.6.B** Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme
- 11.6.D** Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme
- 11.7.D** Analyze characteristics and structural elements of informational texts such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
- 11.7.E** Analyze characteristics and structural elements of argumentative texts, such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader

Inquiry and Research

- 11.11.F** Synthesize information from a variety of sources;
- 11.11.G** Examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions
- 11.11.H** Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism
- 11.11.I** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Author's Purpose and Craft

- 11.8.A** Analyze the author's purpose, audience, and message w/in a text
- 11.8.B** Evaluate use of text structure to achieve the author's purpose
- 11.8.E** Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes
- 11.8.F** Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text
- 11.8.G** Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Literary Response Writing

- 11.5** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed
- 11.8** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Student analyzes and applies author's craft purposefully to develop his/her own products/performances.

11.9.A-C Composition:

- **plan a piece of writing** appropriate for various purposes and audiences by generating ideas through a range of strategies (brainstorming, journaling, reading, discussing)**develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations
- **revise drafts** to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences

Ongoing TEKS = Literacy Routines

- 11.1.A, D** Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)
- 11.2** Uses newly acquired vocabulary expressively through word study
- 11.3** Independently reads and self-selects texts
- 11.4** Use metacognitive skills to develop and deepen comprehension
- 11.5** Responds to increasingly challenging sources (includes ELA Interactive Ntbk)
- 11.7-8** Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products
- 11.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

***Formative and summative assessments**

2020-2021 11th Eng 3 Year at a Glance

4th NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

11.1.A Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax

11.1.C Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Comprehension

11.4.F Make inferences and use evidence to support understanding

11.4.G Evaluate details read to understand key ideas

11.4.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

Response skills

11.5.E Interact w/sources in meaningful ways such as notetaking, annotating, freewriting

11.5.I Reflect on and adjust responses when valid evidence warrants

Multiple genres

11.7.D Analyze characteristics and structural elements of informational texts such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

11.7.E Analyze characteristics and structural elements of argumentative texts, such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader

Author's Purpose and Craft

11.8.A Analyze the author's purpose, audience, and message w/in a text

11.8.F Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text

Inquiry and Research

11.11.A Develop questions for formal and informal inquiry

11.11.C Develop and revise a plan

11.11.F Synthesize information from a variety of sources;

11.11.G Examine sources for: (i) credibility, bias, accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions

11.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism

11.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Targeted Writing TEKS

Literary Response Writing

11.5B The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

11.5.H Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice

11.10.B **Compose informational texts** such as explanatory essays, reports, **resumes**, and personal essays **using genre characteristics and craft**

11.10.D **Compose correspondence in a professional or friendly structure**

11.8 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Student analyzes and applies author's craft purposefully to develop his/her own products/performances.

11.9.A-C Composition:

- **plan a piece of writing** appropriate for various purposes and audiences by generating ideas through a range of strategies (brainstorming, journaling, reading, discussing)
- **develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations by by: (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; (ii) developing an engaging idea reflecting depth of thought w/effective use of rhetorical devices, details, examples
- **revise drafts** to improve clarity, development, organization, style, diction,+ sentence fluency, both w/in & between sentences

Portfolio Showcase Prep:

11.10.B **Compose informational texts** such as explanatory essays, reports, **resumes**, and personal essays **using genre characteristics and craft**

11.10.D **Compose correspondence in a professional or friendly structure**

Ongoing TEKS = Literacy Routines

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