

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Note: Unit 3=Approximately 6 weeks

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> W	Activity 1: Ongoing Vocabulary Study	01a 01b 01c 24	Extend vocabulary: author’s word choice Extend vocabulary: related forms of words Extend vocabulary: analogous statements Use a variety of resources/textual features to verify word spellings	Ongoing Vocabulary Log-basic vocabulary Frayer Model- technical vocabulary Word Diagonal/ Vocab Map CRISS	Silver & Strong’s <i>WordWorks</i> CRISS materials <i>When Kid’s Can’t Read, What Teachers Can Do</i> (by Kylene Beers)	General assessments such as: Vocabulary log Journal entries Typed final composition
<input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W	Activity 2: Researching the National Period	05 09e 09f 25 26a 27d 29c	Analyze/critique major influences on literature via oral/written responses Demonstrate understanding of literature using a variety of strategies: comparing/contrasting major periods, themes, styles, and trends Demonstrate understanding of literature using a variety of strategies: making predictions/generalizations about ideas/information Use standard English grammar when speaking in formal/informal presentations/group discussions Use language appropriate to purposes/audiences for speaking: informational/book reports Listen to/carry out instructions/presentations/complex procedures: taking notes Deliver presentations : suited to a	Teacher modeling and role playing of skills demonstrated in presentation rubric Teacher modeling of: <ul style="list-style-type: none"> • Big Six Organizer • Pulling support from text • Reading of graphic organizers 	Presentation Rubric www.teach-nology.com rubric generator <ul style="list-style-type: none"> • Internet • Library Coordination Big Six Organizer	General assessments such as: Oral presentation Note-taking

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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☑R/W		35a	purpose/audience Locate, analyze, and synthesize information from a variety of complex resources: multiple print			
☑R/W		35b	Locate, analyze, and synthesize information from a variety of complex resources: electronic sources			
☑R/W		37a	Access information/conduct research using various strategies/tools: formulating clear research questions			
☑R/W		37d	Access information/conduct research using various strategies/tools: compiling/organizing information for a formal paper/presentation			
☑R/W		41	Analyze/synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars			
☑R/W	<i>Activity 3: Washington Irving</i>	07e	Analyze /synthesize distinctive elements; create oral/written response: short stories, novellas, and novels	Cooperative Grouping	<i>Reader's Handbook</i> (Great Source Publishing)	See Activity-Specific Assessment for Activity #3
☑R		09a	Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information	Teacher modeling of rewriting a story		
☑R		09c	Demonstrate understanding of literature using a variety of strategies: making inferences/ drawing conclusions	Class discussion of significant story elements	CRISS materials	General assessments such as:
☑R		09d	Demonstrate understanding of literature using a variety of strategies: evaluating author's use of complex literary elements	Teacher-led review of writing process	<i>When Kid's Can't Read, What Teachers Can Do</i> (by Kylene Beers)	Modernized story

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> W		16a	Develop complex compositions using writing processes: selecting topic and form			
<input checked="" type="checkbox"/> W		16b	Develop complex compositions using writing processes: prewriting			
<input checked="" type="checkbox"/> W		16c	Develop complex compositions using writing processes: drafting			
<input checked="" type="checkbox"/> W		16d	Develop complex compositions using writing processes: conferencing with peers and teachers			
<input checked="" type="checkbox"/> W		16e	Develop complex compositions using writing processes: revising for content and structure based on feedback			
<input checked="" type="checkbox"/> W		16f	Develop complex compositions using writing processes: proofreading/ of language			
<input checked="" type="checkbox"/> W		16g	Develop complex compositions using writing processes: publishing using available technology			
<input checked="" type="checkbox"/> W		18	Develop writing/compositions using a variety of complex literary/rhetorical devices			
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/group discussions			
<input checked="" type="checkbox"/> R/W		26c	Use language appropriate to purposes/audiences for speaking: participating in class discussions			
<input checked="" type="checkbox"/> R/W		27a	Listen to/carry out instructions/ presentations/complex procedures: reading/ questioning			
<input checked="" type="checkbox"/> R/W		27b	Listen to/carry out instructions/			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> R/W		27c	presentations/complex procedures: writing responses Listen to/carry out instructions/ presentations/complex procedures:			
<input checked="" type="checkbox"/> R/W		27d	forming groups Listen to/carry out instructions/ presentations/complex procedures:			
<input checked="" type="checkbox"/> R/W		30a	taking notes Use active listening strategies: monitor for clarity			
<input checked="" type="checkbox"/> R/W		30b	Use active listening strategies: selecting/organizing information			
<input checked="" type="checkbox"/> R/W		30c	Use active listening strategies: noting cue changes, ie. Pace			
<input checked="" type="checkbox"/> R/W		31b	Deliver oral presentations: responses that analyze information in texts/media			
<input checked="" type="checkbox"/> R/W	<i>Activity 4: William Cullen Bryant's Thanatopsis</i>	03b	Draw conclusions /make inferences about drama/poetry; create oral/ written responses	Cooperative Grouping Teacher- facilitated discussion Teacher Think Aloud	<i>Reader's Handbook</i> (Great Source Publishing) Class Discussion Rubric www.teach-nology.com rubric generator	General assessments such as: Journal entries Oral reading Teacher provided worksheet identifying prominent images and themes Student presentation of significant passage of poem
<input checked="" type="checkbox"/> R		06	Analyze/explain significance of literary forms, techniques, characteristics, and recurrent themes			
<input checked="" type="checkbox"/> R/W		07c	Analyze /synthesize distinctive elements; create oral/written response: ballad, sonnets, pastorals, elegies, dramatic monologue			
<input checked="" type="checkbox"/> R		09a	Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/ information			
<input checked="" type="checkbox"/> R		09d	Demonstrate understanding of literature using a variety of strategies: evaluating			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> R/W		25	author's use of complex literary elements Use standard English grammar when speaking in formal/ informal presentations/group discussions			Typed essay
<input checked="" type="checkbox"/> R/W		26c	Use language appropriate to purposes/ audiences for speaking: participating in class discussions			
<input checked="" type="checkbox"/> R/W		31b	Deliver oral presentations: responses that analyze information in texts/media			
<input checked="" type="checkbox"/> R/W	Activity 5: Transcendentalism	05	Analyze/critique major influences on literature via oral/written responses	Cooperative Grouping	Marcia Freeman's <i>Building a Writing Community</i>	General assessments such as: Individually written paragraphs Student Presentations Analysis of class generated list of tenets of transcendentalism
<input checked="" type="checkbox"/> R		11	Analyze/evaluate philosophical arguments in literary works	Teacher-facilitated discussion	CRISS materials	
<input checked="" type="checkbox"/> R		12	Analyze/evaluate works in terms of author's life, culture, and philosophical assumptions			
<input checked="" type="checkbox"/> W		23e	Apply standard rules of mechanics and punctuation: quotation marks for secondary quotations	Teacher modeling of summarizing	Listening Rubric/ Note-taking Rubric	
<input checked="" type="checkbox"/> W		23f	Apply standard rules of mechanics and punctuation: internal capitalization		www.teach-nology.com	
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/group discussions		rubric generator	
<input checked="" type="checkbox"/> R/W		26c	Use language appropriate to purposes/audiences for speaking: participating in class discussions			
<input checked="" type="checkbox"/> R/W	Activity 6: Emerson and Transcendentalism	03a	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses	Teacher modeling of Venn diagram	<i>Reader's Handbook</i> (Great Source Publishing)	General assessments such as: Class discussion Cooperative
<input checked="" type="checkbox"/> R/W		05	Analyze/critique major influences on literature via oral/written responses			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> R		06	Analyze/explain significance of literary forms, techniques, characteristics, and recurrent themes		Marcia Freeman's <i>Building a Writing Community</i> CRISS materials: double entry notes	group-generated chart comparing and contrasting transcendentalist attitude of nature vs. contemporary attitudes Journal entry Additional: dialogue between disagreeing teen and adult :
<input checked="" type="checkbox"/> R/W		07a	Analyze /synthesize distinctive elements; create oral/written response: essays and memoirs			
<input checked="" type="checkbox"/> R		09a	Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information			
<input checked="" type="checkbox"/> R		09c	Demonstrate understanding of literature using a variety of strategies: making inferences/drawing conclusions			
<input checked="" type="checkbox"/> R		09d	Demonstrate understanding of literature using a variety of strategies: evaluating author's use of complex literary elements			
<input checked="" type="checkbox"/> R		09e	Demonstrate understanding of literature using a variety of strategies: comparing/contrasting major periods, themes, styles, and trends			
<input checked="" type="checkbox"/> R		11	Analyze/evaluate philosophical arguments in literary works			
<input checked="" type="checkbox"/> W		18	Develop writing/compositions using a variety of complex literary/rhetorical devices			
<input checked="" type="checkbox"/> W		20a	Write for various purposes: interpretations/explanations that connect life experiences to literature			
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/ group discussions			
<input checked="" type="checkbox"/> R/W		26a	Use language appropriate to purposes/ audiences for speaking: informational/			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
			book reports			
<input checked="" type="checkbox"/> R/W	Activity 7: Henry David Thoreau and Walden Pond	03a	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses	Teacher modeling of: <ul style="list-style-type: none"> • Choosing quotes • Supporting reasons for agreement • Application to modern-day life 	<i>Reader's Handbook</i> (Great Source Publishing) Marcia Freeman's <i>Building a Writing Community</i>	See Activity-Specific Assessment for Activity #7 General assessments such as: Student responses to Thoreau's quotes Multi-paragraph essay
<input checked="" type="checkbox"/> R/W		05	Analyze/critique major influences on literature via oral/written responses			
<input checked="" type="checkbox"/> R		06	Analyze/explain significance of literary forms, techniques, characteristics, and recurrent themes			
<input checked="" type="checkbox"/> R/W		07a	Analyze /synthesize distinctive elements; create oral/written response: essays and memoirs			
<input checked="" type="checkbox"/> R		09a	Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information			
<input checked="" type="checkbox"/> R		09c	Demonstrate understanding of literature using a variety of strategies: making inferences/drawing conclusions			
<input checked="" type="checkbox"/> R		11	Analyze/evaluate philosophical arguments in literary works			
<input checked="" type="checkbox"/> R		12	Analyze/evaluate works in terms of author's life, culture, and philosophical			
		14a	Develop complex compositions with: a clearly stated central idea/thesis			
<input checked="" type="checkbox"/> W		14b	Develop complex compositions with: a clear, overall structure			
<input checked="" type="checkbox"/> W		14c	Develop complex compositions with: supporting paragraphs organized in a logical sequence			
<input checked="" type="checkbox"/> W		14d	Develop complex compositions with: transitional words, phrases, and devices			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> R/W		15a 15b 15d 20a	that unify throughout Develop complex compositions suited to an identified audience/purpose: appropriate word choice Develop complex compositions suited to an identified audience/purpose: vocabulary selected to clarify meaning, create images, and set a tone Develop complex compositions suited to an identified audience/purpose: clear voice Write for various purposes: interpretations/ explanations that connect life experiences to literature			
<input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R	Activity 8: Henry David Thoreau's <i>Of Civil Disobedience</i>	03a 05 06 07a 09a 09c 11	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses Analyze/critique major influences on literature via oral/written responses Analyze/explain significance of literary forms, techniques, characteristics, and recurrent themes Analyze /synthesize distinctive elements; create oral/written response: essays and memoirs Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information Demonstrate understanding of literature using a variety of strategies: making i inferences/drawing conclusions Analyze/evaluate philosophical arguments	Teacher modeling of: <ul style="list-style-type: none"> • Writing a summary • Outlining • Graphic Organizer Creation 	CRISS materials: Graphic organizers; outlining (transforming notes) Marcia Freeman's <i>Building a Writing Community</i> MLA Style guides MLA Formatting websites	General assessments such as: Journal entries Graphic Organizers Outlines Typed multi-paragraph essay

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> R		12	in literary works Analyze/evaluate works in terms of author's life, culture, and philosophical assumptions		<i>Inspiration</i> software	
<input checked="" type="checkbox"/> R		17c	Write complex compositions: a research project			
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/ group discussions			
<input checked="" type="checkbox"/> R/W		26c	Use language appropriate to purposes/ audiences for speaking: participating in class discussions			
<input checked="" type="checkbox"/> R/W		35a	Locate, analyze, and synthesize information from a variety of complex resources: multiple print			
<input checked="" type="checkbox"/> R/W		35b	Locate, analyze, and synthesize information from a variety of complex resources: electronic sources			
<input checked="" type="checkbox"/> R/W		35c	Locate, analyze, and synthesize information from a variety of complex resources: other media			
<input checked="" type="checkbox"/> R/W		37d	Access information/conduct research using various strategies/tools: compiling/ organizing information for a formal paper/presentation			
<input checked="" type="checkbox"/> W		39c	Use word processing to draft, revise, and publish various works: research reports on high-interest/literary topics			
<input checked="" type="checkbox"/> W		40a	Use style guides to produce reports with: credit for sources			
<input checked="" type="checkbox"/> W		40b	Use style guides to produce reports with: standard formatting			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R/W	Activity 9: Nathaniel Hawthorne’s Short Stories	03a 08d 09a 09d 26c	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses Analyze in oral/written responses how works represent views /comments on life: an allegory uses fictional figures to express truths about human experiences Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information Demonstrate understanding of literature using a variety of strategies: evaluating author’s use of complex literary elements Use language appropriate to purposes/audiences for speaking: participating in class discussions	Teacher overview of Hawthorne Teacher modeling of: <ul style="list-style-type: none"> • Story elements • graphic organizers • Choosing visual images • Determining theme Partnering	<i>When Kid’s Can’t Read, What Teachers Can Do</i> (by Kylene Beers) CRISS Material Visual representation Rubric www.teach-nology.com rubric generator	General assessments such as: Collage or Shadow Box
<input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R	Activity 10: Hawthorne’s <i>The Scarlet Letter</i>	03a 05 06 07e 09a 09c	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses Analyze/critique major influences on literature via oral/written responses Analyze/explain significance of literary forms, techniques, characteristics, and recurrent themes Analyze /synthesize distinctive elements; create oral/written response: short stories, novellas, and novels Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/ information Demonstrate understanding of literature	Cooperative Grouping: (Focus on discussion, surveying, recording, and reporting) Teacher led pre-reading discussion Teacher modeling of: <ul style="list-style-type: none"> • Graphic organizer • Pre-reading • Choosing 	Rubrics generated as need by class or teacher using www.teach-nology.com rubric generator <i>When Kid’s Can’t Read, What Teachers Can Do</i> (by Kylene Beers) CRISS Material: Double- entry notes	See Activity-Specific Assessment for Activity #10 General assessments such as: Vocabulary Log Guided reading questions Double entry reading logs Research

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> R		09d	using a variety of strategies: making inferences/drawing conclusions Demonstrate understanding of literature using a variety of strategies: evaluating author's use of complex literary elements	appropriate essay type Peer editing	Marcia Freeman's <i>Building a Writing Community</i>	Journal entries Graphic organizers
<input checked="" type="checkbox"/> R		13b	Analyze print/nonprint texts using reasoning skills: raising questions			Quote analysis
<input checked="" type="checkbox"/> R		13d	Analyze print/nonprint texts using reasoning skills: generating a theory or hypothesis			Artwork depicting scene analysis
<input checked="" type="checkbox"/> W		14a	Develop complex compositions with: a clearly stated central idea/thesis			Typed multi-paragraph composition
<input checked="" type="checkbox"/> W		14b	Develop complex compositions with: a clear, overall structure			
<input checked="" type="checkbox"/> W		14c	Develop complex compositions with: supporting paragraphs organized in a logical sequence.			
<input checked="" type="checkbox"/> W		14d	Develop complex compositions with: transitional words, phrases, and devices that unify throughout			
<input checked="" type="checkbox"/> W		16a	Develop complex compositions using writing processes: selecting topic and form			
<input checked="" type="checkbox"/> W		16b	Develop complex compositions using writing processes: prewriting			
<input checked="" type="checkbox"/> W		16c	Develop complex compositions using writing processes: drafting			
<input checked="" type="checkbox"/> W		16d	Develop complex compositions using writing processes: conferencing with peers and teachers			
<input checked="" type="checkbox"/> W		16f	Develop complex compositions using writing processes: proofreading of			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> W		16g	language Develop complex compositions using writing processes: publishing using available technology			
<input checked="" type="checkbox"/> W		17a	Write complex compositions: definition essay			
<input checked="" type="checkbox"/> W		17b	Write complex compositions: problem/solution essay			
<input checked="" type="checkbox"/> W		17d	Write complex compositions: literary analyses that incorporate research			
<input checked="" type="checkbox"/> W		17e	Write complex compositions: cause-effect essay			
<input checked="" type="checkbox"/> W		17f	Write complex compositions: process analyses			
<input checked="" type="checkbox"/> W		18	Develop writing/compositions using a variety of complex literary/rhetorical devices			
<input checked="" type="checkbox"/> W		21	Apply standard rules of sentence formation: parallel structure			
<input checked="" type="checkbox"/> W		22a	Apply standard rules of usage: avoid splitting infinitives			
<input checked="" type="checkbox"/> W		22b	Apply standard rules of usage: use the subjunctive mood appropriately			
<input checked="" type="checkbox"/> W		23a	Apply standard rules of mechanics and punctuation: parentheses			
<input checked="" type="checkbox"/> W		23d	Apply standard rules of mechanics and punctuation: commas after introductory adverb clauses and long introductory phrases			
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/group discussions			

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

R/W	Activity #	GLEs WHAT	Target Skills	Recommended Teaching Strategies THE HOW	Resources	Recommended Assessments WHAT STUDENTS CAN DO
<input checked="" type="checkbox"/> R/W		26c	Use language appropriate to purposes/audiences for speaking: participating in class discussions			
<input checked="" type="checkbox"/> W		39c	Use word processing to draft, revise, and publish various works: research reports on high-interest/literary topics			
<input checked="" type="checkbox"/> W		40a	Use style guides to produce reports with: credit for source			
<input checked="" type="checkbox"/> R/W	<i>Activity 11:</i> Poetry of Edgar Allen Poe	03b	Draw conclusions /make inferences about drama/poetry; create oral/written responses	Cooperative Grouping Teacher modeling of identifying literary devices and effects on tone of poetry	Poster or paragraph rubrics developed by teacher and students on www.teach-nology.com rubric generator CRISS Material: Cooperative Grouping <i>Reader's Handbook</i> (Great Source Publishing)	General assessments such as: Paragraph detailing mood of each of Poe's poems Poster illustrating an image from a Poe poem Written explanation of significance of poster images
<input checked="" type="checkbox"/> R/W		07c	Analyze /synthesize distinctive elements; create oral/written response: ballad, sonnets, pastorals, elegies, dramatic monologue			
<input checked="" type="checkbox"/> R		09d	Demonstrate understanding of literature using a variety of strategies: evaluating author's use of complex literary elements			
<input checked="" type="checkbox"/> R		13c	Analyze print/nonprint texts using reasoning skills: reasoning inductively and deductively			
<input checked="" type="checkbox"/> R		13e	Analyze print/nonprint texts using reasoning skills: skimming/scanning			
<input checked="" type="checkbox"/> W		18	Develop writing/compositions using a variety of complex literary/rhetorical devices			
<input checked="" type="checkbox"/> R/W		25	Use standard English grammar when speaking in formal/informal presentations/group discussions			
<input checked="" type="checkbox"/> R/W	<i>Activity 12:</i> Edgar Allen Poe and the Gothic	03a	Draw conclusions /make inferences about fiction/nonfiction; create oral/written responses	Teacher modeling of <ul style="list-style-type: none"> • Venn 	Composition rubric developed by	General assessments such as:

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> W	Tradition	06	Analyze/explain significance of literary forms, techniques, characteristics, and recurrent theme	diagram <ul style="list-style-type: none"> • Compare and contrast statements/paragraphs • Identifying theme 	teacher and/or students on www.teach-nology.com rubric generator Venn diagram Marcia Freeman’s <i>Building a Writing Community</i>	Brainstormed list of <i>Gothic</i> Graphic organizer analyzing story elements Multi-paragraph composition (See CC p. 35 for topics.)
		07e	Analyze /synthesize distinctive elements; create oral/written response: short stories, novellas, and novels			
		09a	Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information			
		09c	Demonstrate understanding of literature using a variety of strategies: making inferences/drawing conclusions			
		09d	Demonstrate understanding of literature using a variety of strategies: evaluating author’s use of complex literary elements			
		09e	Demonstrate understanding of literature using a variety of strategies: comparing/contrasting major periods, themes, styles, and trends			
		11	Analyze/evaluate philosophical arguments in literary works			
		14c	Develop complex compositions with: supporting paragraphs organized in a logical sequence.			
		14d	Develop complex compositions with: transitional words, phrases, and devices that unify throughout			
<input checked="" type="checkbox"/> R/W <input checked="" type="checkbox"/> R	Activity 13: Ongoing Writing Prompts to Make Real-life Connections and	05 09a	Analyze/critique major influences on literature via oral/written responses Demonstrate understanding of literature using a variety of strategies: interpreting/evaluating events/information	Entrance cards for lesson initiation “Stop and Writes” Exit cards for lesson closure	Marcia Freeman’s <i>Building a Writing Community</i>	General assessments such as: Entrance cards for

Gr. 11 English III ELA Comprehensive Curriculum Supplement

Grade 11
 Quarter: 2

Unit 3: The National Period in American Literature

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<input checked="" type="checkbox"/> R	to Assess Understanding	09c	Demonstrate understanding of literature using a variety of strategies: making inferences/drawing conclusion	Prompts should address: <ul style="list-style-type: none"> • Comprehension • HOTS • Connecting text to real-life • Teacher modeling of active listening strategies 	<i>When Kid's Can't Read, What Teachers Can Do</i> (by Kylene Beers)	lesson initiation "Stop and Writes" Exit cards for lesson closure
<input checked="" type="checkbox"/> R		09d	Demonstrate understanding of literature using a variety of strategies: evaluating author's use of complex literary elements			
<input checked="" type="checkbox"/> R		09f	Demonstrate understanding of literature using a variety of strategies: making predictions/generalizations about i ideas/information			
<input checked="" type="checkbox"/> R		20a	Write for various purposes: interpretations/explanations that connect life experiences to literature			
<input checked="" type="checkbox"/> R/W		30b	Use active listening strategies: selecting/organizing information			