

# 11<sup>th</sup> Grade English Language Arts BLUEPRINT IF1

**Anchor Standards**= one set of broad standards applied K-12

**Explicit Standards**= explicitly addressed skills assessed for mastery during this specific instructional focus

**Implicit Standards**= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”  
(Common Core Strategies Flip Chart, 2010).

**\*\* The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 1 (E11IF1)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	Students will analyze how conflicting ideas in non-fiction, particularly American Indian and Puritan writings, show historical strife, values, and life style. Students will work in collaborative groups to discuss the themes and observations of history through the writings. They will need to focus on the author's choices regarding, but not limited to: point of view, structure, style, rhetoric, and language. The students will need to analyze the author's choices for effectiveness, including how language enhances the passage and perhaps changes over the course of the text. Students will conduct short research projects in tandem with the texts to explore further themes and ideas. Informative/exploratory writing is the focus. These research projects could be done in small groups or individually.	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RI.11-12.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><a href="#">RI.11-12.2</a> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><a href="#">RI.11-12.3</a> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><a href="#">RI.11-12.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R.CCR.3</b> Analyze how and why</p>	<p><b>myOER:</b></p> <p><a href="#">A Comparison of Puritan Authors</a></p> <p><a href="#">Exploring Audience and Purpose with a Single Purpose</a></p> <p><a href="#">From Courage to Freedom: Frederick Douglass's 1845 Autobiography</a></p> <p><a href="#">Sentenced Home</a></p> <p>Lesson examples above address at least one (or more) of the Common Core State</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p><b><u>Possible Focus Title: <i>Analyzing Non-fiction Using Technology</i></u></b></p>	<p>uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10)</p> <p><b><u>RI.11-12.6</u></b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b><u>RI.11-12.7</u></b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b><u>RI.11-12.10</u></b> <b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p> <p><b><u>W.11-12.2</u></b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and</p>	<p>individuals, events, and ideas develop and interact over the course of a text.</p> <p><b><u>Craft and Structure</u></b></p> <p><b><u>R.CCR.4</u></b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b><u>R.CCR.6</u></b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b><u>R.CCR.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>R.CCR.10</u></b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.2</u></b> Write</p>	<p>Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the <b>Advanced Search</b> and type the keyword – <b>E11IF1</b>.</p> <p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)</p> <p><u>W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards to literature</i> (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards to literary nonfiction</i> (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p><u>W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,</p>	<p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p><b><u>W.CCR.4</u></b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>W.CCR.5</u></b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p><b><u>W.CCR.9</u></b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Range of Writing</u></b></p> <p><b><u>W.CCR.10</u></b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
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