

Common Core Literacy Curriculum Map

FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY
2013 - 2014

Module 1 - Reading		Test: 10/3/2013
Reading Passage: Stories, None		
Reading for Literature		
Key Ideas and Details		
RL.11.1	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.	
RL.11.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	
RL.11.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
Craft and Structure		
RL.11.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
RL.11.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
RL.11.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
Integration of Knowledge and Ideas		
RL.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
RL.11.9	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.	
Range of Reading and Level of Text Complexity		
RL.11.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
7 testable standards		End of Module 1 - Reading

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FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY

2013 - 2014

Module 1 - Writing		Test: 10/2/2013
Writing Prompt: None		
Language		
Progressive Skills		
LP.11.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
LP.11.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).	
LP.11.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
LP.11.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
LP.11.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	
LP.11.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
LP.11.9.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
LP.11.9.2b	Use a colon to introduce a list or quotation.	
8 testable standards		End of Module 1 - Writing

Common Core Literacy Curriculum Map

FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY
2013 - 2014

Module 2 - Reading		Test: 12/5/2013
Reading Passage: Informational, None		
Reading for Informational Text		
Key Ideas and Details		
RI.11.1	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.	
RI.11.2	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.	
RI.11.3	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.	
Craft and Structure		
RI.11.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author 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).	
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11.6	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.	
Integration of Knowledge and Ideas		
RI.11.7	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.	
RI.11.8	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RI.11.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	
Range of Reading and Level of Text Complexity		
RI.11.10	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.	
8 testable standards		End of Module 2 - Reading

Common Core Literacy Curriculum Map

FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY
2013 - 2014

Module 2 - Writing		Test: 12/3/2013
Writing Prompt: None		
Language		
Vocabulary Acquisition and Use		
L.11.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
Progressive Skills		
LP.11.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	
LP.11.5.1d	Recognize and correct inappropriate shifts in verb tense.	
LP.11.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	
LP.11.6.3b	Maintain consistency in style and tone.	
LP.11.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	
LP.11.8.1b	Form and use verbs in the active and passive voice.	
LP.11.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.	
8 testable standards		End of Module 2 - Writing

Common Core Literacy Curriculum Map

FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY
2013 - 2014

Module 3 - Reading		Test: 2/20/2014
Reading Passage: Technical, None		
Reading for Informational Text		
Key Ideas and Details		
RI.11.1	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.	
RI.11.2	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.	
RI.11.3	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.	
Craft and Structure		
RI.11.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author 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).	
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11.6	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.	
Integration of Knowledge and Ideas		
RI.11.7	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.	
RI.11.8	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RI.11.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	
Range of Reading and Level of Text Complexity		
RI.11.10	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.	
8 testable standards		End of Module 3 - Reading

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FORT SMITH SCHOOL DISTRICT - GRADE 11 LITERACY
2013 - 2014

Module 3 - Writing		Test: 2/18/2014
Writing Prompt: None		
Language		
Conventions of Standard English		
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	a. Observe hyphenation conventions.	
Progressive Skills		
LP.11.6.1e	Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	
LP.11.6.3b	Maintain consistency in style and tone.	
LP.11.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
LP.11.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	
LP.11.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
LP.11.9.1a	Use parallel structure.	
LP.11.9.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
8 testable standards		End of Module 3 - Writing