

English 11	Monday	Tuesday	Wednesday	Thursday	Friday

	<p>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.11-12.1] 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). [RL.11-12.3] Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a] 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.11-12.1] Cite strong and thorough textual evidence to support analysis of what</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, including determining where the text leaves matters uncertain. [RL.11-12.1] 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). [RL.11-12.3] Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a] 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.11-12.1] Cite strong and thorough textual evidence to support analysis of what</p>	<p>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.11-12.5] 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). [RL.11-12.6] Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4 b] Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete</p>	<p>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.11-12.4] 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.11-12.5] Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L</p>	<p>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). [RL.11-12.3] 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.11-12.4] Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences:</p>
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Before	ACT Practice Review 1st part of "Winter Dreams" Assign Vocab	ACT Practice	ACT Practice Define satire and tone	"Winter Dreams" Test Discuss style and e.e. cummings	Poetry Quiz
During	Finish reading "Winter Dreams" - emphasizing character and characterization	Complete literary analysis on "Winter Dreams"	Read "The Unknown Citizen"	Read cummings poems groups paraphrase stanzas from the poems	Review the elements of short stories Complete "Before You Read" on Hemingway
After	Complete graphic organizers on character and characterization. Read primary sources "Migrant Mother" and "Dust Bowl Blues"	Complete literary analysis on "Winter Dreams"	Write a paragraph that describes the political nature this poem describes	Compare paraphrase stanzas with other groups' work	Background on Hemingway
Desired Outcome	Students will be able to recognized character types and direct and indirect characterization. Students will understand how the story reflects society in the 1920s.	Students will be able to recognized character types and direct and indirect characterization. Students will understand how the story reflects society in the 1920s.	Students will understand how the poem reflects society.	Students will be able to read and evaluate poems that have unique styles.	Students will understand the elements of short stories
Formative/ Summative Assessment	graphic organizers	Literary Analysis	Paragraphs about the political nature in "The Unknown Citizen"	Paraphased poems	teacher observation

Higher Order Question	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?	How does literature reflect society?	What makes American literature American?
Homework:					