English 11	Monday	Tuesday	Wednesday	Thursday	Friday
	Cite strong and thorough	Cite strong and thorough			
	textual evidence to	textual evidence to			
	support analysis of what	support analysis of what			
	the text says explicitly as	the text says explicitly as			
	well as inferences drawn	well as inferences drawn			
	from the text, including determining where the	from the text, including determining where the			
	text leaves matters	text leaves matters			
	uncertain. [RL.11-12.1]	uncertain. [RL.11-12.1]			
	Analyze the impact of	Analyze the impact of			
	the author's choices	the author's choices			
	regarding how to	regarding how to			Analyze the impact of
	develop and relate	develop and relate			the author's choices
	elements of a story or	elements of a story or		Determine the meaning	regarding how to
	drama (e.g., where a	drama (e.g., where a		of words and phrases as	develop and relate
	story is set, how the action is ordered, how	story is set, how the action is ordered, how	Analyze how an author's	they are used in the text, including figurative and	elements of a story or drama (e.g., where a
	the characters are	the characters are	choices concerning how	connotative meanings;	story is set, how the
	introduced and	introduced and	to structure specific	analyze the impact of	action is ordered, how
	developed). [RL.11-	developed). [RL.11-	parts of a text (e.g., the	specific word choices on	the characters are
	12.3] Demonstrate	12.3] Demonstrate	choice of where to begin	meaning and tone,	introduced and
	knowledge of twentieth-	knowledge of twentieth-	or end a story, the	including words with	developed). [RL.11-12.
	and twenty-first-century	and twenty-first-century	choice to provide a	multiple meanings or	Determine the meaning
	foundational works of	foundational works of	comedic or tragic	language that is	of words and phrases a
	American literature, including how two or	American literature, including how two or	resolution) contribute to its overall structure and	particularly fresh, engaging, or beautiful.	they are used in the textincluding figurative and
	more texts from the	more texts from the	meaning as well as its	(Include Shakespeare as	connotative meanings;
	same period treat similar	same period treat similar	aesthetic impact. [RL.	well as other authors.)	analyze the impact of
	themes or topics. [RL.	themes or topics. [RL.	11-12.5] Analyze a case	[RL.11-12.4] Analyze	specific word choices of
	11-12.9] a. Use context	11-12.9] a. Use context	in which grasping point	how an author's choices	meaning and tone,
	(e.g., the overall	(e.g., the overall	of view requires	concerning how to	including words with
	meaning of a sentence,	meaning of a sentence,	distinguishing what is	structure specific parts	multiple meanings or
	paragraph, or text; a	paragraph, or text; a	directly stated in a text	of a text (e.g., the choice	language that is
	word's position or function in a sentence)	word's position or function in a sentence)	from what is really meant (e.g., satire,	of where to begin or end a story, the choice to	particularly fresh, engaging, or beautiful.
	as a clue to the meaning	as a clue to the meaning	sarcasm, irony, or	provide a comedic or	(Include Shakespeare
	of a word or phrase. [L.	of a word or phrase. [L.	understatement). [RL.	tragic resolution)	well as other authors.)
	11-12.4a] Cite strong	11-12.4a] Cite strong	11-12.6] Identify and	contribute to its overall	[RL.11-12.4]
	and thorough textual	and thorough textual	correctly use patterns of	structure and meaning	Demonstrate knowledg
	evidence to support	evidence to support	word changes that	as well as its aesthetic	of twentieth- and twent
	analysis of what the text	analysis of what the text	indicate different	impact. [RL.11-12.5]	first-century foundation
	says explicitly as well as	says explicitly as well as	meanings or parts of	Vary syntax for effect,	works of American
	inferences drawn from the text, including	inferences drawn from the text, including	speech (e.g., conceive, conception,	consulting references (e. g., Tufte's Artful	literature, including how two or more texts from
	determining where the	determining where the	conceivable). [L.11-12.4	Sentences: Syntax as	the same period treat
	text leaves matters	text leaves matters	b] Develop the topic	Style) for guidance as	similar themes or topics
	uncertain. [RI.11-12.1]	uncertain. [RI.11-12.1]	thoroughly by selecting	needed; apply an	[RL.11-12.9] Vary synta
	Cite strong and thorough	Cite strong and thorough		understanding of syntax	for effect, consulting
	textual evidence to	textual evidence to	relevant facts, extended	to the study of complex	references (e.g., Tufte's
	support analysis of what	support analysis of what	definitions, concrete details, quotations, or	texts when reading. [L.	Artful Sentences:
	the text says explicitly as well as inferences drawn	the text says explicitly as well as inferences drawn	other information and	11-12.3a] Demonstrate understanding of	Syntax as Style) for quidance as needed;
	from the text, including	from the text, including	examples appropriate to	figurative language,	apply an understanding
	determining where the	determining where the	the audience's	word relationships, and	of syntax to the study of
	text leaves matters	text leaves matters	knowledge of the topic.	nuances in word	complex texts when
ACCRS	uncertain. [RI.11-12.1]	uncertain. [RI.11-12.1]	[W.11-12.2b]	meanings. [L.11-12.5]	reading. [L.11-12.3a]
	ACT Practice				
	Review 1st part of				
	"Winter Dreams"			"Winter Dreams" Test	
Defere	Assign Vocab	ACT Dractice	ACT Practice	Discuss style and e.e.	Poetry Quiz
Before	1	ACT Practice		cummings	

During	Read primary sources "Migrant Mother" and "Dust Bowl Blues"	Define satire and tone Read "The Unknown Citizen"	Write a paragraph that describes the political nature this poem describes	Read cummings poems groups paraphrase stanzas from the poems	Review the elements of short stories Complete "Before You Read" on Hemingway
After	Complete historical document note-taking guide	Begin writing paragraph that describes the political nature this poem describes	Revise for final draft	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 understand how the poem reflects society.	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	Paragraphs about the political nature in "The Unknown Citizen"	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:					