

Grade 11 English Language Arts

4th Nine Weeks: Scope and Sequence

| Content Standards | Dates Taught | % of Students scoring over 70% | Dates Re-taught (Optional) | Formative and Summative Assessments/ (Any Additional Comments Optional) |
|---|--------------|--------------------------------|----------------------------|---|
| 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.11-12.1) | | | | |
| 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). (RL.11-12.3) | | | | |
| 4. Determine the meaning of words and phrases as they are used in a 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) | | | | |
| 15. 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. (RI.11-12.6) | | | | |
| 39b. Analyze nuances in the meaning of words with similar denotations. (L.11-12.5b) | | | | |
| 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.11-12.1) | | | | |
| 20. Write information or explanatory texts to examine & convey complex ideas, concepts, & information clearly & accurately through the effective selection, organization, & analysis of content. b. Develop the topic thoroughly by selecting the most significant & relevant facts, extended definitions, concrete details, quotations, r | | | | |

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