

ELA 11th Grade Curriculum Map *At a Glance*

First Semester – Focus Standards		Second Semester – Focus Standards	
Quarter	Quarter	Quarter	Quarter
<p>Reading Literature: <i>Not a focus</i></p> <p>Reading Informational: 11.12.RI.2 11-12.RI.6 11-12.RI.8 11-12.RI.9</p> <p>Writing: 11-12.W.1 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: 11-12.RL.3 11-12.RL.5 11-12.RL.6</p> <p>Reading Informational: <i>Not a focus</i></p> <p>Writing: 11-12.W.2 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: <i>Not a focus</i></p> <p>Reading Informational: 11.12.RI.2 11-12.RI.3 11-12.RI.5 11-12.RI.6</p> <p>Writing: 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: 11-12.RL.2 11-12.RL.9</p> <p>Reading Informational: <i>Not a focus</i></p> <p>Writing: 11-12.W.3 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>

Recurring Support Standards (Anchor Standards): All units of study should include instruction and recurring practice of the following standards as they apply to the particular grade level.

Reading

- 1. Read carefully to determine what the text says explicitly and to make logical inferences from it.
- 4. 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.
- 7. Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words.
- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 10. 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.

Speaking and Listening

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.