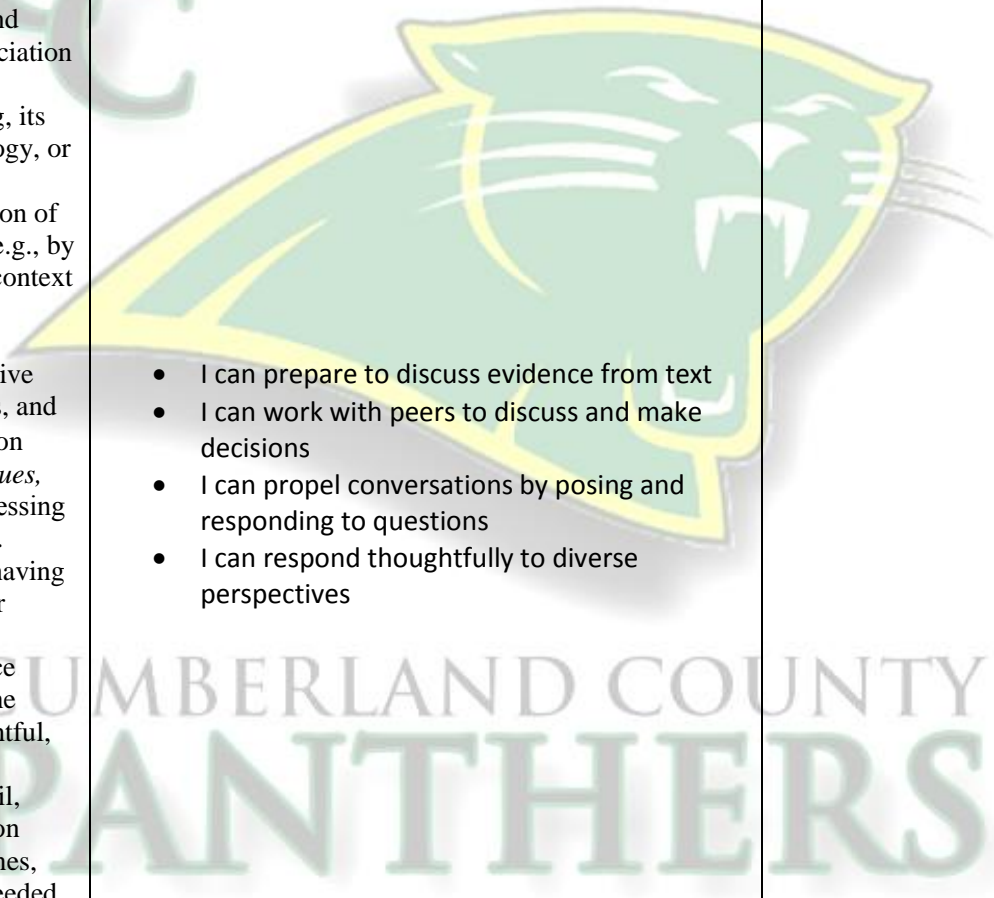


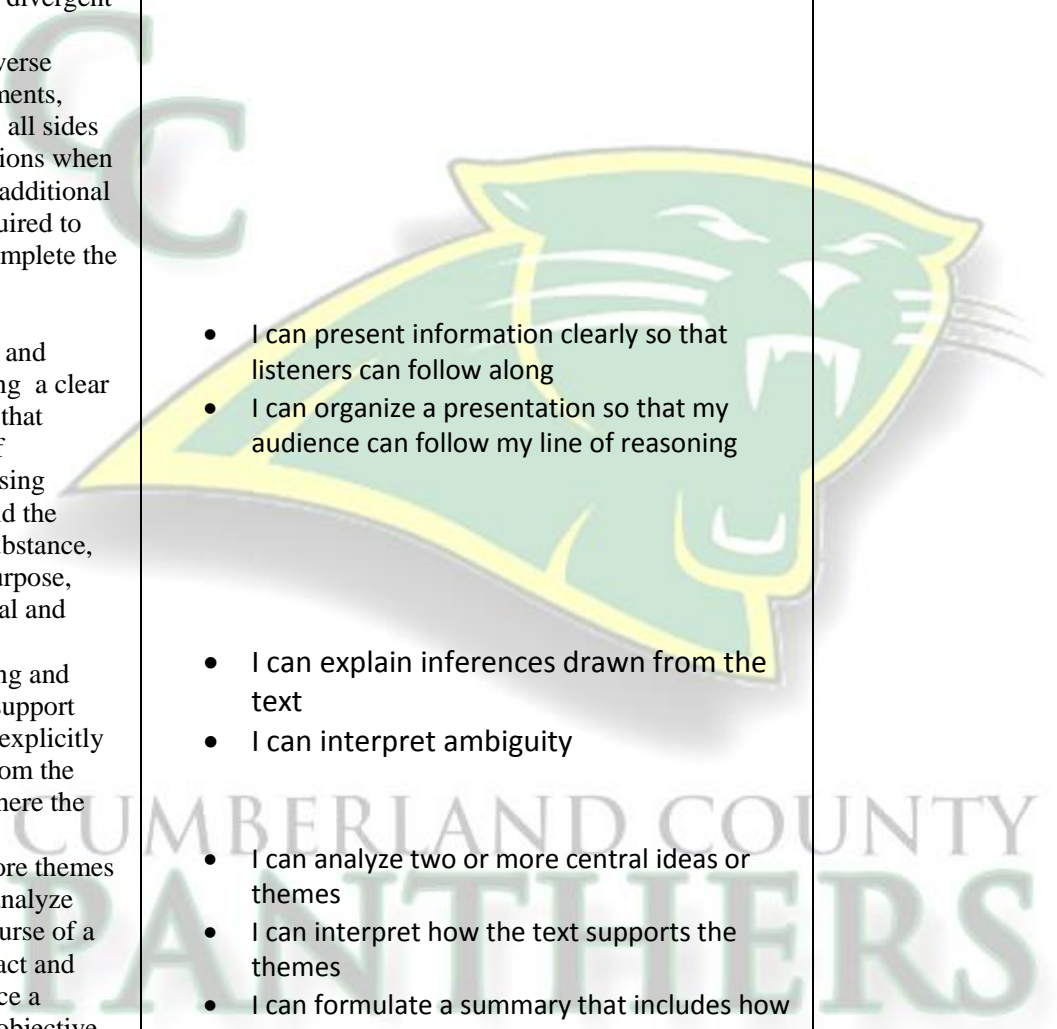
**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County High School	Subject: English III, American Literature	Grade: 11
Benchmark Assessment 1		
Instructional Timeline: 1 st Nine Weeks		
Topic(s): Reading Literature - Drama, Fiction (Short Stories) Language-Sentence Revision		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p><u>LANGUAGE/BELL RINGERS</u> <u>L.11.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. <u>L.11.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. <u>L.11.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><u>LANGUAGE/BELL RINGERS</u></p> <ul style="list-style-type: none"> • I can apply understanding that usage is a matter of convention • I can resolve issues by consulting references (e.g., dictionary) • I can apply correct capitalization • I can apply correct punctuation • I can apply correct spelling • I can use hyphens in phrases and clauses • I can understand how language functions in different contexts • I can apply knowledge of language to make effective choices for meaning or style • I can vary syntax for effect when writing 	<p><u>LANGUAGE/BELL RINGERS</u> Parallel Structure Subject/Verb Agreement Pronoun Antecedent Sentence sequencing Fragments Run-Ons Semicolons Colons Word Choice Redundancy Wordiness Punctuation (comma usage, etc.)</p>

<p><u>DRAMA (The Crucible)</u> <u>RL.11.4</u> Determine or clarify 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. <u>RL.11.5</u> 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. <u>RL.11.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <u>RL.11.7</u> 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). <u>WR.11.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Short Story (Writing)</u> <u>W.11.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,</p>	<p><u>DRAMA (The Crucible)</u></p> <ul style="list-style-type: none"> • I can determine the figurative meaning of words and phrases • I can determine the connotative meaning or words and phrases • I can analyze impact of specific words • I can analyze how the author’s choices contribute to the overall structure • I can analyze how the author’s choices contribute to the aesthetic impact <ul style="list-style-type: none"> • I can compare/contrast what is directly stated and what is implied • I can identify satire, sarcasm, and irony <ul style="list-style-type: none"> • I can identify two or more interpretations of the play • I can evaluate how an artist chooses to interpret an entire work <ul style="list-style-type: none"> • I can draw evidence from a literary work to support my analysis <p><u>SHORT STORIES</u></p> <ul style="list-style-type: none"> • I can develop a sequence of events • I can write a narrative that engages the 	<p><u>DRAMA (The Crucible)</u></p> <p>Soliloquy Monologue Aside Suspense Allusion Foil Protagonist Antagonist Plot</p> <p><u>SHORT STORIES</u></p> <p>Plot Protagonist</p>
---	--	--

<p>and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>V.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content choosing flexibility from a range of strategies.</p> <p>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.</p>	<p>reader</p> <ul style="list-style-type: none"> • I can use dialogue within a sequence of events • I can include a conclusion that flows <ul style="list-style-type: none"> • I can use context clues to discover the meaning of a word or phrase • I can use reference materials to find the pronunciation and meaning of words or phrases • I can identify and use patterns of words that are different in meaning and parts of speech 	<p>Antagonist</p> <p>Flat Character</p> <p>Round Character</p> <p>Dynamic Character</p> <p>Static Character</p> <p>Conflict (External/Internal)</p> <p>Exposition</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Irony (Dramatic, Verbal, Situational)</p> <p>Foreshadowing</p> <p>Suspense</p> <p>Imagery</p> <p>Symbolism</p> <p>Figurative Language (simile, metaphor, etc.)</p> <p>Satire</p> <p>Theme</p> <p>Tone</p> <p>Mood</p> <p>Point of View</p>
--	---	--

<p>b. Identify and correctly use patterns of word changes that indicate different meaning or parts of speech (e.g. conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>Verify the preliminary determination of the meaning of a work or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe</p>	 <ul style="list-style-type: none"> • I can prepare to discuss evidence from text • I can work with peers to discuss and make decisions • I can propel conversations by posing and responding to questions • I can respond thoughtfully to diverse perspectives 	
--	--	--

<p>reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>RL.11.1 (Reading) 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.</p> <p>RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11.3 Analyze the impact of the</p>	 <ul style="list-style-type: none"> • I can present information clearly so that listeners can follow along • I can organize a presentation so that my audience can follow my line of reasoning • I can explain inferences drawn from the text • I can interpret ambiguity • I can analyze two or more central ideas or themes • I can interpret how the text supports the themes • I can formulate a summary that includes how the text builds • I can explain author's choice of setting 	
---	--	--

<p>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).</p>	<ul style="list-style-type: none">• I can explain author's choice of change of events• I can explain author's choice of character motivation	
--	---	--

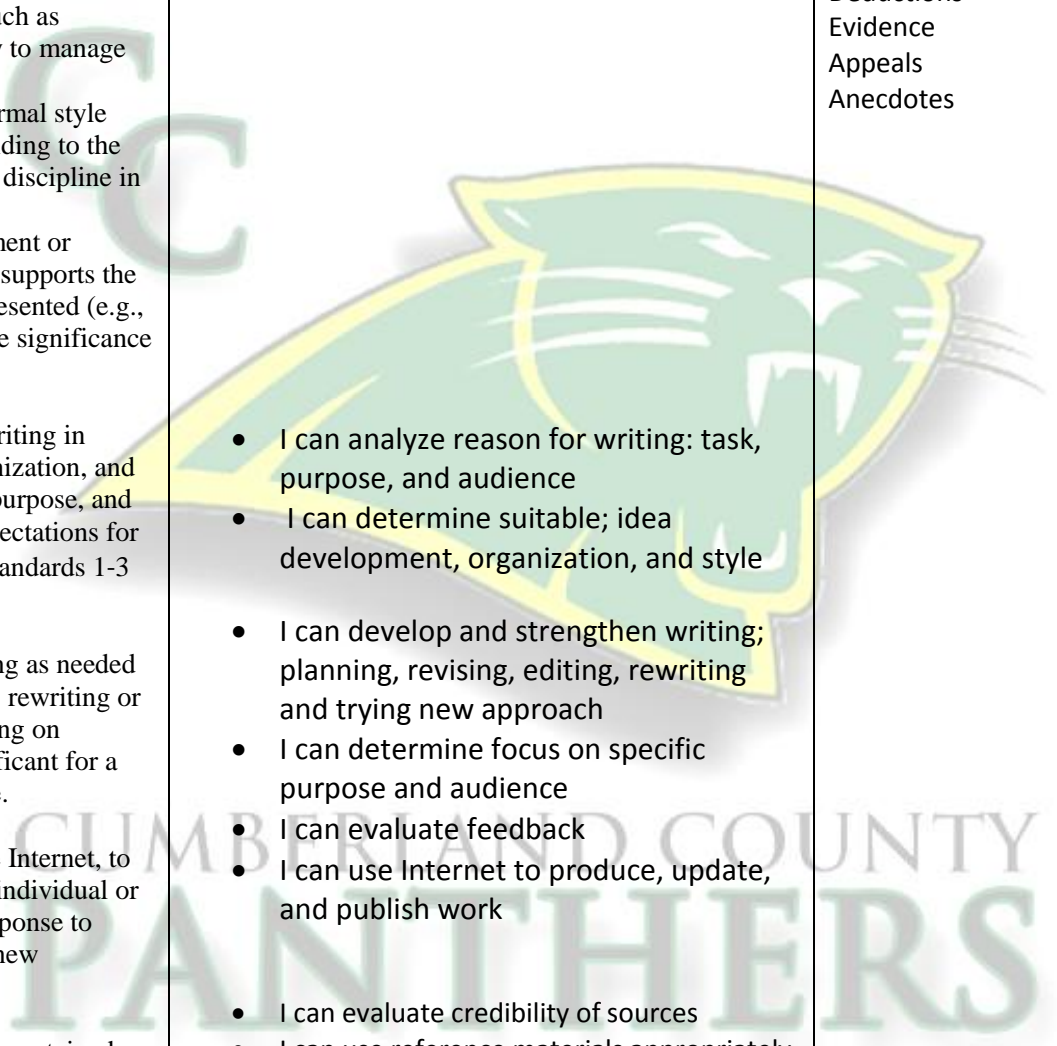


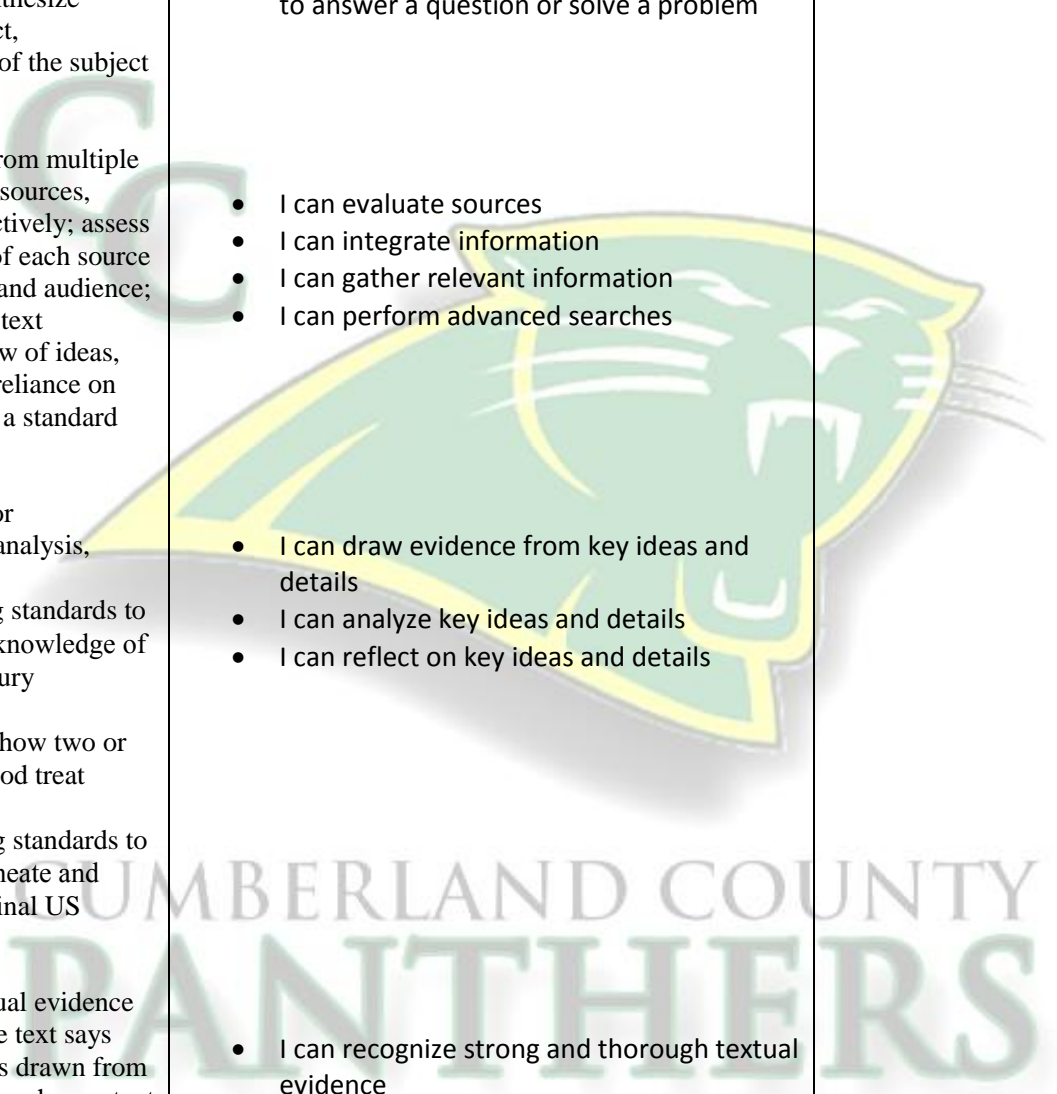
CUMBERLAND COUNTY
PANTHERS

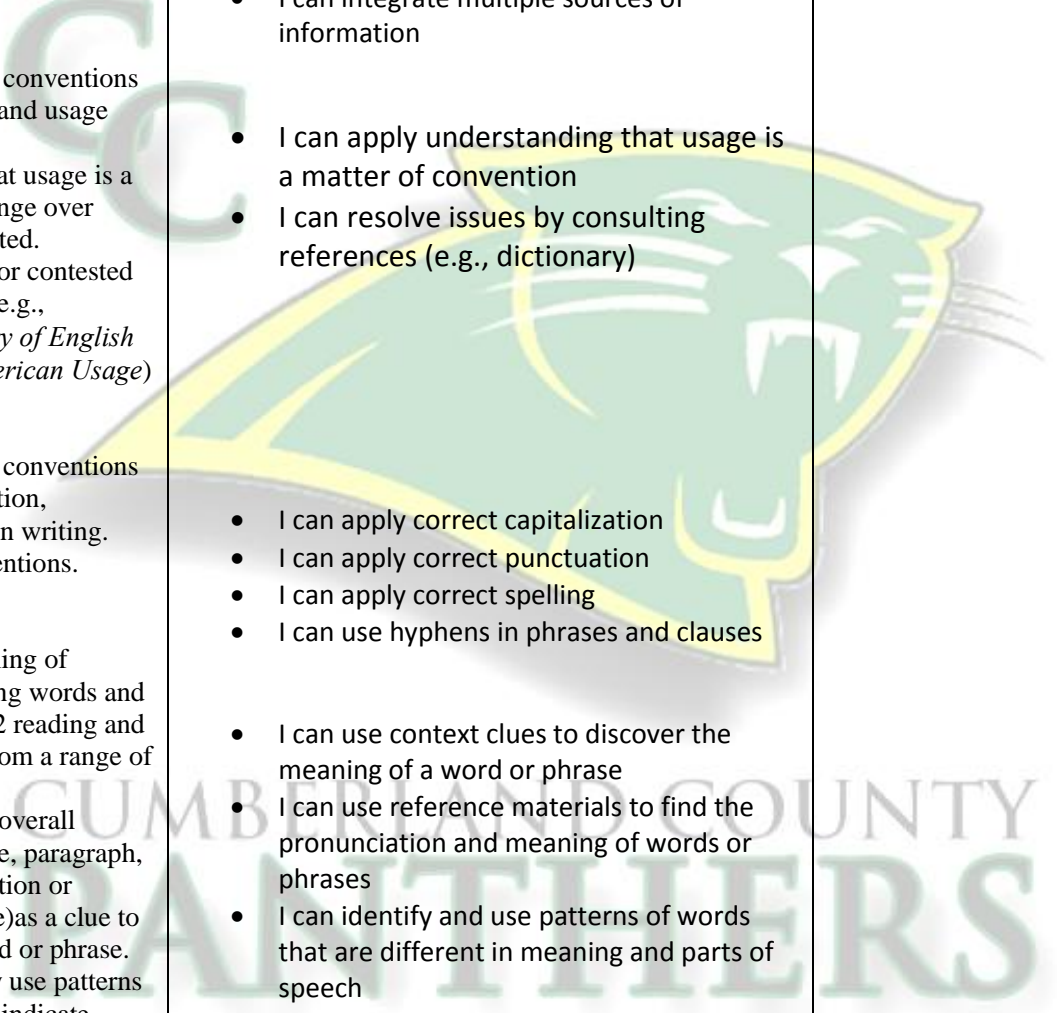
**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County High School	Subject: English III, American Literature	Grade: 11
Benchmark Assessment 2		
Instructional Timeline: 2 nd Nine Weeks		
Topic(s): Reading Informational - Propaganda/Rhetoric in Ads/Speeches, Persuasion/Analytical Writing Language – Phrases and Clauses		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p><u>Bell Ringers (On-going)</u></p> <p><u>L.11.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><u>L.11.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p> <p><u>PROPAGANDA</u></p> <p><u>RI.11.2</u> 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.</p> <p><u>RI.11.3</u> Analyze a complex set of ideas or sequence</p>	<p><u>ACT Practice Bell Ringers (On-going)</u></p> <ul style="list-style-type: none"> • I can apply understanding that usage is a matter of convention • I can resolve issues by consulting references (e.g., dictionary) <ul style="list-style-type: none"> • I can apply correct capitalization • I can apply correct punctuation • I can apply correct spelling • I can use hyphens in phrases and clauses <p><u>PROPAGANDA</u></p> <ul style="list-style-type: none"> • I can identify central ideas of the text • I can interpret how the text supports key ideas and specific details • I can formulate an objective summary that includes central ideas <ul style="list-style-type: none"> • I can analyze a complex set of ideas 	<p><u>BELL RINGERS</u></p> <p>Parallel Structure Subject/Verb Agreement Pronoun Antecedent Sentence sequencing Fragments Run-Ons Semicolons Colons Word Choice Redundancy Wordiness Punctuation (comma usage, etc.)</p> <p><u>PROPAGANDA</u></p> <p>Rhetoric Logos Ethos Pathos Logical Fallacies Bias Repetition Generalizations</p>

<p>of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>RI.11.9</u> 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.</p> <p><u>PERSUASION</u> <u>WR.11.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</p>	<ul style="list-style-type: none"> • I can analyze a complex set of events • I can explain how specific individuals, ideas or events interact and develop • I can analyze the theme, purpose, and rhetorical of U.S. documents of historical and literary significance 18th, 19th, and 20th centuries <p><u>PERSUASION</u></p> <ul style="list-style-type: none"> • I can select appropriate topic • I can organize complex ideas and information • I can select relevant facts, details, and quotations • I can select precise language and vocabulary • I can employ figurative devices (simile, metaphor, analogy) • I can determine appropriate style and tone for conclusion 	<p>Metaphor Allusion Alliteration Paradox Oxymoron Understatement</p> <p><u>PERSUASION</u></p> <p>Fact/Opinion Figurative Devices Simile Metaphor Alliteration Personification Analogy Credibility Evidence (textual) Inferences Pathos Logos Ethos Logical Fallacies Bias Repetition Generalizations Rhetoric Claims Assertions</p>
---	--	---

<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>WR.11.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>WR.11.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>WR.11.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><u>WR.11.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or</p>	 <ul style="list-style-type: none"> • I can analyze reason for writing: task, purpose, and audience • I can determine suitable; idea development, organization, and style • I can develop and strengthen writing; planning, revising, editing, rewriting and trying new approach • I can determine focus on specific purpose and audience • I can evaluate feedback • I can use Internet to produce, update, and publish work • I can evaluate credibility of sources • I can use reference materials appropriately • I can construct and refine research questions 	<p>Assumptions Inductions Deductions Evidence Appeals Anecdotes</p>
---	---	---

<p>solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>WR.11.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>WR.11.9</u> Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 reading standards to literature (e.g. “Demonstrate knowledge of 18th-19th-and early-20th century foundational works of Amer. lit, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11-12 reading standards to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal US texts...”).</p> <p><u>RI.11.1</u> 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 a text leaves matters uncertain.</p> <p><u>RI.11.7</u></p>	<ul style="list-style-type: none"> • I can conduct short and sustained research to answer a question or solve a problem • I can evaluate sources • I can integrate information • I can gather relevant information • I can perform advanced searches • I can draw evidence from key ideas and details • I can analyze key ideas and details • I can reflect on key ideas and details • I can recognize strong and thorough textual evidence • I can explain inferences drawn from the text 	
--	--	---

<p>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.</p> <p><u>L.11.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><u>L.11.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p><u>V.11.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content choosing flexibility from a range of strategies.</p> <p>d. 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.</p> <p>e. Identify and correctly use patterns of word changes that indicate different meaning or parts of speech (e.g. conceive, conception,</p>	<ul style="list-style-type: none"> • I can cite strong and thorough textual evidence • I can integrate multiple sources of information • I can apply understanding that usage is a matter of convention • I can resolve issues by consulting references (e.g., dictionary) <ul style="list-style-type: none"> • I can apply correct capitalization • I can apply correct punctuation • I can apply correct spelling • I can use hyphens in phrases and clauses <ul style="list-style-type: none"> • I can use context clues to discover the meaning of a word or phrase • I can use reference materials to find the pronunciation and meaning of words or phrases • I can identify and use patterns of words that are different in meaning and parts of speech 	
--	---	---

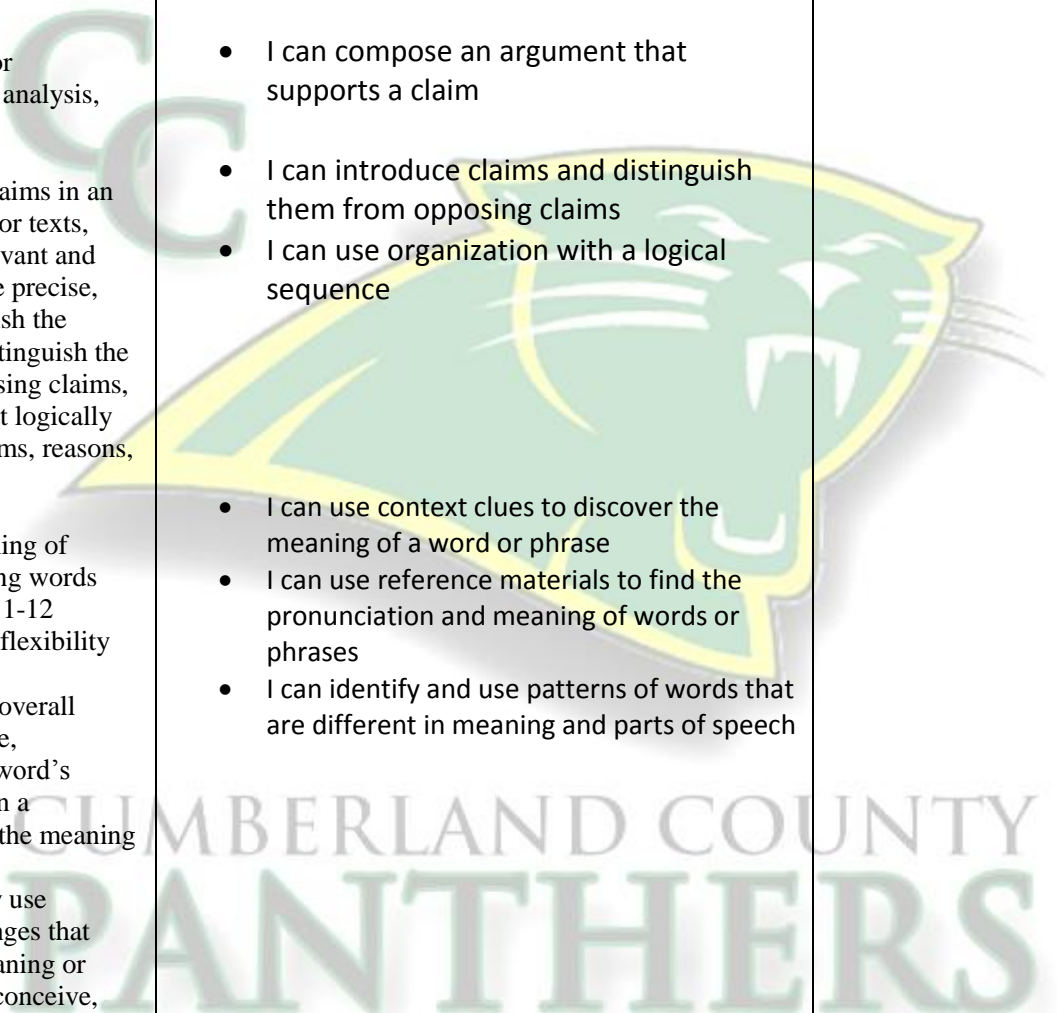
<p>conceivable).</p> <p>f. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>Verify the preliminary determination of the meaning of a work or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>ANALYTICAL WRITING</u></p> <p><u>WR.1.11</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p><u>WR.8.11</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>SL.5.11</u></p>	<p><u>ANALYTICAL WRITING</u></p> <ul style="list-style-type: none"> • I can compose an argument that supports a claim • I can introduce claims and distinguish them from opposing claims • I can use organization with a logical sequence <ul style="list-style-type: none"> • I can evaluate sources in terms of task, purpose, and audience • I can integrate information to maintain flow of ideas • I can gather relevant information 	<p><u>ANALYTICAL WRITING</u></p> <p>Thesis Counterarguments Support Bibliography In-text citations Fact/Opinion Claims Assertions Assumptions Inductions Deductions Evidence Appeals Anecdotes Bias Analogy</p> <p>LANGUAGE</p> <p>Gerund Phrases Participial Phrases</p>
---	---	---

<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>SL.6.11</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</p> <p><u>V.6.11</u> Acquire and use accurately academic and domain specific words and phrase, sufficient for reading, writing, speaking, and listening at the college/career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word/phrase important to comprehension or expression.</p> <p><u>SL.3.11</u> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>SL.4.11</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal/informal tasks.</p>	<ul style="list-style-type: none"> ● I can use digital media to enhance understanding and add interest ● I can evaluate audience needs ● I can demonstrate correct language usage for spoken English ● I can adjust from formal to informal language as appropriate ● I can make meaning and use accurately words and phrases important to writing ● I can make meaning and use accurately words and phrases important to speaking and listening ● I can evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric ● I can identify information and findings ● I can recognize purpose, audience, and range of formal and informal tasks ● I can utilize appropriate organization, development, substance, and style 	<p>Infinitive Phrases Verb Phrase Noun Phrase Dependent Clause Independent Clause Subordinate Clause Adjective Clause Adverb Clause Noun Clause</p>
--	--	---

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

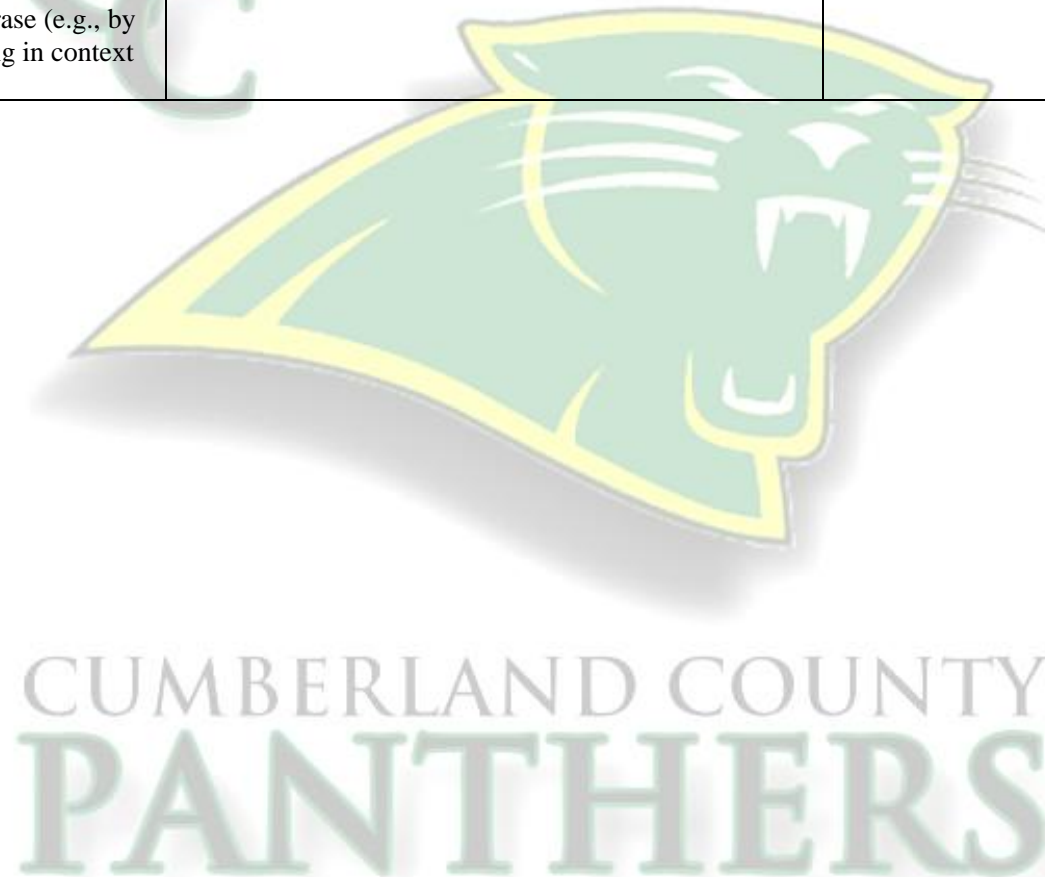
School: Cumberland County High School	Subject: English III, American Literature	Grade: 11
Benchmark Assessment 3		
Instructional Timeline: 3 rd Nine Weeks		
Topic(s): ACT Practice Bell Ringers (on-going), On-Demand Writing, Non-Fiction		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p><u>Bell Ringers (On-going)</u></p> <p><u>L.11.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><u>L.11.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p> <p><u>On-Demand Writing</u></p> <p><u>W.11.1</u> 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.</p>	<p><u>ACT Practice Bell Ringers (On-going)</u></p> <ul style="list-style-type: none"> • I can apply understanding that usage is a matter of convention • I can resolve issues by consulting references (e.g., dictionary) <ul style="list-style-type: none"> • I can apply correct capitalization • I can apply correct punctuation • I can apply correct spelling • I can use hyphens in phrases and clauses <p><u>On-Demand Writing</u></p> <ul style="list-style-type: none"> • I can write an argument to support a claim/counterclaim • I can analyze a topic to determine the argument • I can recognize relevant and sufficient evidence 	<p><u>BELL RINGERS</u></p> <p>Parallel Structure Subject/Verb Agreement Pronoun Antecedent Sentence sequencing Fragments Run-Ons Semicolons Colons Word Choice Redundancy Wordiness Punctuation (comma usage, etc.)</p> <p><u>On-Demand Writing</u></p> <p>Author's Purpose Targeted Audiences Feature Article Editorial Letter Article</p>

<p><u>Non-Fiction (Reading/Writing/On-Demand)</u> <u>RI.11.4</u> 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</p> <p><u>RI.11.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><u>RI.11.6</u> 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.</p> <p><u>RI.11.8</u> 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</p>	<ul style="list-style-type: none"> • I can recognize formal style • I can recognize concluding statements that support the argument • I can explain audience awareness, concerns, biases • I can clarify relationships between reasons and evidence <p><u>Non-Fiction (Reading/Writing/On-Demand)</u></p> <ul style="list-style-type: none"> • I can determine meanings of words or phrases; figurative, connotative, technical • I can evaluate the author’s points for clearness • I can evaluate if the author’s points are convincing • I can evaluate if the author’s points are engaging • I can determine author’s use of rhetorical devices • I can analyze effects of style and content as they contribute to the effectiveness • I can analyze how style and content support the purpose • I can delineate the reasoning in U.S. texts including: application of constitutional principles and use of legal reasoning • I can delineate works of public advocacy: premises, purposes, arguments 	<p>Essay Counterarguments Evidence Claims Biases Textual Evidence</p> <p><u>Non-Fiction (Reading/Writing/On-Demand)</u> Connotation Denotation Figurative Language (metaphor, simile, etc) Rhetorical Devices (ethos, pathos, logos, etc.) Premise Purpose Argument Primary/Secondary Sources Essay (Informal, Formal, etc.) Context Clues</p>
--	---	--

<p>dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>WR.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WR.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>V.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> g. 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. h. Identify and correctly use patterns of word changes that indicate different meaning or parts of speech (e.g. conceive, conception, conceivable). i. Consult general and specialized reference materials (e.g. 	<ul style="list-style-type: none"> • I can draw evidence from a literary work to support my analysis • I can compose an argument that supports a claim • I can introduce claims and distinguish them from opposing claims • I can use organization with a logical sequence <ul style="list-style-type: none"> • I can use context clues to discover the meaning of a word or phrase • I can use reference materials to find the pronunciation and meaning of words or phrases • I can identify and use patterns of words that are different in meaning and parts of speech 	
--	--	---

dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a work or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County High School	Subject: English III, American Literature	Grade: 11
Benchmark Assessment 4		
Instructional Timeline: 4 th Nine Weeks		
Topic(s): Poetry, Novel		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p><u>Bell Ringers (On-going)</u></p> <p><u>L.11.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><u>L.11.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p> <p><u>Poetry</u></p> <p><u>L.11.5</u> 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 text.</p>	<p><u>ACT Practice Bell Ringers (On-going)</u></p> <ul style="list-style-type: none"> I can apply understanding that usage is a matter of convention I can resolve issues by consulting references (e.g., dictionary) <ul style="list-style-type: none"> I can apply correct capitalization I can apply correct punctuation I can apply correct spelling I can use hyphens in phrases and clauses <p><u>Poetry</u></p> <ul style="list-style-type: none"> I can define figures of speech (e.g. hyperbole, paradox, ...) I can recognize figures of speech I can identify words with similar denotations I can analyze nuances in the meanings of 	<p><u>BELL RINGERS</u></p> <p>Parallel Structure Subject/Verb Agreement Pronoun Antecedent Sentence sequencing Fragments Run-Ons Semicolons Colons Word Choice Redundancy Wordiness Punctuation (comma usage, etc.)</p> <p><u>Poetry</u></p> <p>Simile Metaphor Personification Imagery Repetition Assonance</p>

<p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><u>RL.11.1</u> 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.</p> <p><u>RL.11.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><u>RL.11.4</u> 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 and other authors.)</p> <p><u>RL.11.9</u> 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.</p> <p><u>Novel</u></p> <p><u>RL.11.1</u> Cite strong and thorough textual evidence to support analysis of what the</p>	<p>words</p> <ul style="list-style-type: none"> • I can explain inferences drawn from the text • I can interpret ambiguity • I can analyze two or more central ideas or themes • I can interpret how the text supports the themes • I can formulate a summary that includes how the text builds • I can determine the figurative meaning of words and phrases • I can determine the connotative meaning or words and phrases • I can analyze impact of specific words • I can compare two texts from the same period • I can compare how two texts treat a theme or topic differently <p><u>Novel</u></p> <ul style="list-style-type: none"> • I can explain inferences drawn from the text • I can interpret ambiguity 	<p>Alliteration Meter Onomatopoeia Figurative/Connotative Language Symbolism Types of Poetry (ballad, sonnet, lyric, dramatic, narrative, epic, etc.) Speaker Tone Types of Rhyme (end, sight/slant, etc.) Inferences Themes</p> <p><u>Novel</u> Plot Protagonist Antagonist</p>
--	--	---

<p>text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>RL.11.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><u>RL.11.3</u> 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).</p>	<ul style="list-style-type: none"> • I can analyze two or more central ideas or themes • I can interpret how the text supports the themes • I can formulate a summary that includes how the text builds <ul style="list-style-type: none"> • I can explain author's choice of setting • I can explain author's choice of change of events • I can explain author's choice of character motivation 	<p>Flat Character Round Character Dynamic Character Static Character Conflict (External/Internal) Exposition Rising Action Climax Falling Action Resolution Irony (Dramatic, Verbal, Situational) Foreshadowing Suspense Imagery Symbolism Figurative Language (simile, metaphor, etc.) Theme Tone Mood Point of View</p>
---	--	---

