

# 2023-2024 CVUSD ELA Standards Map – Grade 11

[Intro to Secondary Literacy Focus Areas](#)

[CER Checklist](#) and [CER Student Graphic Organizer](#)

**ANYTHING UNDERLINED IS A LINK!**

[Assessment List](#)

**MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS**

[Gr11\\_ELA\\_CMap](#)

[Gr11-12\\_ELD\\_CMap](#)

## [Secondary Assessment Calendar](#)

	<b>1<sup>st</sup> Quarter:</b> August 24 – October 27, 2023 45 days	<b>2<sup>nd</sup> Quarter:</b> October 30 – January 23, 2024 45 days	<b>3<sup>rd</sup> Quarter:</b> January 24 – March 17, 2023 45 days	<b>4<sup>th</sup> Quarter:</b> March 20 – June 6, 2023 45 days
<b>District Assessments</b>				
<b>Assessments</b>	<p><b>District Assessment</b> Aug 28 - Sep 22 <a href="#">I-Ready</a></p> <p>Sept 25 - Oct 20 <b>ELD Benchmark</b> <a href="#">Gr11-12_ELD_Listening</a> <a href="#">Gr11-12_ELD_Writing</a> <a href="#">Gr11-12_ELD_Reading</a> <a href="#">Gr11-12_ELD_Speaking</a></p>	<p><b>District Assessment</b> Nov 6- 17 Writing Benchmark #1 Performance Assessment Writing Informative/Explanatory: <a href="#">Geocaching p.113</a> <a href="#">GEOCACHING</a> Students will complete essay within MasteryConnect <a href="#">Gr11_Q2_Informative PT</a> <a href="#">Rubric</a></p> <p>Jan 8-Feb 2 <a href="#">I-Ready</a></p>	<p><b>District Assessment:</b> March 11 -22 Performance Assessment Writing Argumentative: <a href="#">Online Time p. 21</a> Students will complete essay within MasteryConnect <a href="#">Gr11_Q3_Argumentative PT</a> <a href="#">Rubric</a></p> <p><b>State Assessment:</b> ELPAC Feb 1-March 28</p>	<p><b>District Assessment:</b> May 1 - June 11 <a href="#">I-Ready</a></p> <p><b>State Assessment:</b> CAASPP April 8 - June 11</p>

Senior Portfolio (in Google Drive)				
	<p><i>Update Activity Log</i></p> <p><i>Write Resume and Letter of Intent:</i></p> <p><a href="#">Preparing Your Resume</a></p>	<p><i>EOP Short Response:</i> Briefly discuss your academic background. Did you utilize any additional support at your high school, such as tutoring? Do your grades in high school and/or college reflect your academic ability or potential?</p>		<p><i>Incorporate Google Site ERWC <a href="#">Portfolio</a></i></p> <p><i>College Board Application Questions to support the essay/statements</i></p> <p><i>ERWC <a href="#">What's Next</a> Life after High School module (pieces)</i></p>
Collections				
<a href="#">Collections TE</a>	<a href="#">COLLECTION 1 TE PDF</a> Coming to America <a href="#">Essential Question</a>	<a href="#">COLLECTION 2 TE PDF</a> Building a Democracy <a href="#">Essential Question</a>	<a href="#">COLLECTION 5 TE PDF</a> An Age of Realism <a href="#">Essential Question</a>	<a href="#">COLLECTION 6 TE PDF</a> The Modern World <a href="#">Essential Question</a>
Objectives	<p>The student will be able to...</p> <ul style="list-style-type: none"> <li>develop organization, claim, and evidence</li> <li>trace and evaluate an argument</li> <li>determine central ideas and supporting evidence</li> <li>determine author's purpose</li> <li>analyze the author's use of irony to achieve a purpose</li> <li>developing counterclaims and rebuttals</li> </ul>	<p>The students will be able to...</p> <ul style="list-style-type: none"> <li>analyze the features of a foundational U.S. documents</li> <li>determine central ideas</li> <li>identify and analyze rhetorical devices: repetition, ethos, pathos, logos, parallel structure, syntax, diction, tone</li> <li>identify and analyze author's purpose and audience</li> <li>analyze arguments, claims, and evidence</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>determine theme</li> <li>identify and understand realism and naturalism</li> <li>understand author's purpose and choices</li> <li>integrate and evaluate multimedia sources</li> <li>establish and express their claim with supporting textual evidence</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>identify and analyze character motivations</li> <li>understand inferences</li> <li>understand and analyze the elements of drama</li> <li>understand modern issues and conflicts</li> <li>understand and evaluate an argument</li> </ul>
Essential Standards	<p>RL 1, RL 5 RI 1, RI 5 W 1a-e, W 2, W 4, SL 1 L 1, L2</p>	<p>RL 1, RL 5 RL.11-12.9 RI 1, RI 5 W 1a-e, W 2, W 4, SL 1 L 1, L2</p>	<p>RL 1, RL 5 RI 1, RI 5 W 1a-e, W 2, W 4, SL 1 L 1, L2</p>	<p>RL 1, RL 5 RI 1, RI 5 W 1a-e, W 2, W 4, SL 1 L 1, L2</p>

<b>Language Conventions</b>	Active and Passive Voice Using colons effectively Identify, analyze, and utilize various sentence structures Determine the meaning of unknown or multi-meaning words	Parallel Structure Hyphens Formal and Informal Style Determine the meaning of unknown or multi-meaning words	Dashes Consistent Tone Determine the meaning of unknown or multi-meaning words	Craft effective sentences Determine the meaning of unknown or multi-meaning words Figurative Language Dialogue
<u><a href="#">Student Anchor Texts</a></u>	<u><a href="#">COLLECTIONS UNIT 1 Collections Unit 1 PDF</a></u>  essay “Mother Tongue” by Amy Tan- Close Reader  <u><a href="#">Mother Tongue guided writing instruction</a></u>	<u><a href="#">COLLECTIONS UNIT 2 Collections Unit 2 PDF</a></u>  Public Document: <i>Declaration of Independence from United States Constitution</i> p.111  and  <i>from United States Constitution: Preamble and Bill of Rights</i> p. 121	<u><a href="#">COLLECTIONS UNIT 5 Collections Unit 5 PDF</a></u>  Short Story: “To Build a Fire” p. 331	<u><a href="#">COLLECTIONS UNIT 6 Collections Unit 5 PDF</a></u>  Short Story: “Winter Dreams” p. 413  or  Drama: <i>The Crucible</i> p. 457
Writing Prompt for Anchor Texts	<u><a href="#">Prompt for Collections 1</a></u>  <u><a href="#">Student Handouts for Unit 1 Processed Essay</a></u>	<u><a href="#">Prompt for Collections 2</a></u>  <u><a href="#">Student Handouts for Unit 2 Processed Essay</a></u>	<u><a href="#">Prompt for Collections 5</a></u>  Student Handouts for Unit 3 Processed Essay	<u><a href="#">Prompt for Collections 6</a></u>  <u><a href="#">Student Handouts for Unit 4 Processed Essay</a></u>
Additional Text Selections  and  Supplemental Readings	Poem: <u><a href="#">“Elena” Pat Mora</a></u> <u><a href="#">Elena Guided Writing Instruction</a></u>  Historical Narrative: <i>from “The General History of Virginia”</i> <u><a href="#">Close Reader</a></u>	Articles: <u><a href="#">Current events news articles sorted by amendment relevance</a></u>  Public Document: Petition to the Massachusetts	Short Story: <u><a href="#">“The Law of Life Reading”</a></u>  <u><a href="#">“The Men in the Storm” Close Reader</a></u>  Science Writing: <i>The Yuckiest Food in the Amazon</i>	Short Story: <u><a href="#">“Ambush” Close Reader</a></u>  Essay/Poem: “How it Feels to Be Colored Me” & “The Weary Blues” <u><a href="#">Close Reader</a></u>  Essay: “Science, Guided by Ethics”

	<p>from “Of Plymouth Plantation”</p> <p>Short Story: “Balboa” p.77</p> <p><a href="#">The House on Mango Street</a></p> <p>Poem: “Indian Boy Love Song” Sherman Alexie</p> <p>Essay: <a href="#">“Blaxicans”</a> Richard Rodriguez p. 87</p> <p><a href="#">Blaxicans Guide</a></p> <p>Language Videos:  <a href="#">Benefits of the Bilingual Brain</a>  <a href="#">Linguistic Profiling</a>  <a href="#">What Would You Do? 1</a>  <a href="#">What Would You Do? 2</a>  <a href="#">What Would You Do? 3</a></p>	<p>General Assembly-Close Reader</p> <p>History Writing: “Abigail Adams’ Last Act of Defiance”-Close Reader</p>	<p><u>Close Reader</u></p> <p>Short Story: “A Journey “ <u>Close Reader</u></p> <p>Novel excerpt from: “The Jungle p. 351</p> <p>Informational: Food Product Design p. 359</p> <p>“Genesis of Tenements” p. 383</p>	<p><u>Close Reader</u></p> <p>Informational: “The Coming Merging of Mind and Machine” Reality Check p. 569</p> <p>Argument: “The Ends of the World as We Know Them” p. 587</p>
<p><b>Designated ELD Aligned Texts</b></p>	<p><a href="#">Collections Unit 1</a></p> <p>“Coming of Age in the Dawnland” <i>journal</i> p. 23</p> <p><a href="#">The Tempest</a> <i>drama</i> p.35</p> <p>Film Version: <i>The Tempest</i></p> <p>Production Images: The Tempest</p> <p>“Balboa” <i>short story</i> p. 77</p> <p>“Blaxicans and Other Reinvented Americans” <i>essay</i> p. 87</p> <p>New Orleans</p>	<p><a href="#">Collections Unit 2</a></p> <p>“The Federalist No. 10” <i>argument</i> p. 129</p> <p>Thomas Jefferson: The Best of Enemies <i>historical text</i> p. 141</p> <p>“Abigail Adams’ Last Act of Defiance” <u>Close Reader</u></p> <p>Poems by Phillis Wheatly <i>poetry</i> p. 151</p> <p>“A Soldier for the Crown” <i>short story</i> p. 159</p>	<p><a href="#">Collections Unit 5</a></p> <p>Excerpt “The Jungle” <i>fiction</i> p. 351</p> <p>“Food Product Design” <i>informational</i> p. 359</p> <p>“The Lowest Animal” <i>essay</i> p. 373</p> <p>“Genesis of Tenements” p. 383</p> <p>Tenement Photos <i>media</i> p. 389</p> <p>Child Mortality Rates AMERICA the Story of Us:</p>	<p><a href="#">Collections Unit 6</a></p> <p>Poems of the Harlem Renaissance <i>poetry</i> p. 438</p> <p>“Mending Wall” <i>poetry</i> p. 446</p> <p>“The Death of the Hired Man” <i>poetry</i> p. 447</p> <p>Media Versions: The Crucible <i>drama</i> p. 457</p>

	<u>Close Reader</u>	“Patrick Henry: Voice of Liberty” documentary w/ video p. 167	Jacob Riis video p. 392 “The Story of an Hour “short story p. 395 The Fish poetry p. 401	
<b>Writing Strategies and Resources</b>	<u>Modeling JS with “Elena”</u> Peer Editing Writing for a specific audience Modes of Writing (Informational) <ul style="list-style-type: none"> <li>Sequence</li> <li>Description</li> <li>Cause and Effect</li> </ul> <a href="https://understandingproficiency.wested.org">https://understandingproficiency.wested.org</a>  <u>Preparing Your Resume</u>	Terminology of Argumentative Texts (from PA) Breaking Down the Prompt Transitional Words and Phrases <u>Utilizing sensory language</u> Integrating Evidence  <a href="https://understandingproficiency.wested.org">https://understandingproficiency.wested.org</a>  <u>Writing Activity for Declaration of Independence: Teenage Declaration of independence</u>	Modes of Writing (Argument) <ul style="list-style-type: none"> <li>Compare and Contrast</li> <li>Claim and Evidence</li> </ul> Source Integration Chart Source Integration Template  <a href="https://understandingproficiency.wested.org">https://understandingproficiency.wested.org</a>  <u>Template - Plan for Writing - Argument Writing (CER)</u>  <u>Template - Plan for Writing- Argument- PDF</u>  Resources: <u>Ladder</u> <u>Sandwich Chart</u>	Resources for Personal Statement  <a href="https://writing.csusuccess.org/system/files/whats_next_module_overview-final.pdf">https://writing.csusuccess.org/system/files/whats_next_module_overview-final.pdf</a> <u>UC Personal Insight Questions</u>  <a href="https://professionals.collegeboard.org/guidance/applications/essay">https://professionals.collegeboard.org/guidance/applications/essay</a>
<b>Reading Strategies and Resources</b>	AVID Pre-reading activity 2.1 Close Reading and Annotation Sample Marking the Text Fiction Marking the Text Nonfiction Vocabulary Development Bookmarks Comprehension Strategies	<u>Annotating: Writing in the Margins</u> Clarification Checking for Understanding <u>Historical and Rhetorical Context</u> <u>Analyzing Evidence</u> <u>Analyzing Rhetorical Devices</u>	30 Second Expert (Checking for Understanding) Charting the Text  <u>The Yuckiest Food in the Amazon: Close Reader Practice (Resource)</u> <u>Collections Close Reader The Yuckiest Food in the Amazon: Close Reader Practice Vocabulary</u>  <u>Time-Order Chart</u>  <u>AVID One Pager Template Package of</u>	CVUSD Literacy Cycle Strategies:  -Close reading and annotation  - <u>One Pager Summary: “The Coming Merging of Mind and Machine” - A One-Pager Summary Poster Project</u>

			<a href="#">One-Pager outlines</a> <a href="#">AVIDOnePagerRubric-1.pdf</a> <a href="#">kwl-chart.pdf</a>	
<b>Essential Academic Language</b>	Author's Claim	Introduction, hook, context, thesis, topic sentence, body, conclusion, transition, details, evidence, citation, reference, sources, expository		Introduction, hook, context, thesis, line of reason, claim, concession, rebuttal, topic sentence, transition, develop, argument, details, evidence, citation, reference, sources, argument

Created Spring 2017 & Revised for 2020-2021 dates on 4/20/20 cb