

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 11
MP1  Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12. Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD-SI.4-12. Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Describe the parts and wholes of a system</li> <li>• Sort, clarify, and summarize relationships</li> <li>• Summarize most important aspects of information</li> </ul> <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p><u>ELD-LA.9-12. Narrate. Interpretive</u> Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text</li> <li>• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <p>WIDA English Language Development Standards</p>



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	<p>ELD-LA.9-12. Narrate. Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>• Orient audience to context and one or multiple point*(s)* of view</li> <li>• Develop and describe characters and their relationships over a progression of experiences or events</li> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</li> <li>• Engage and adjust for audience</li> </ul> <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain. Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for logical relationships among contributing factors, causes, or related concepts</li> <li>• Evaluating experts’ points of agreement and disagreement based on their consistency with explanation given its purpose</li> </ul> <p>Language Domains: listening, speaking, reading, and writing</p>
	<p><u>NJSLS – ELA</u></p> <p><u>Language Domain-</u> L.SS.11–12.[2]1. Demonstrate command of the [conventions of standard] system and structure of the English [capitalization, punctuation, and spelling] language when writing or speaking. L.KL.11–12.[3]2. 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. L.VL.11–12.[4]3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.[5]4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>



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	<p><u>Reading Domain-</u></p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the]a literary text says explicitly [as well as inferences drawn from the text,] and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite [strong and] a range of thorough textual evidence (e.g., via discussion, written response, etc.), and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the] an informational text says explicitly [as well as] and inferentially, [including determining where the] as well as interpretations of the text [leaves matters uncertain].</p> <p>RL.CI.11–12.2. Determine two or more themes [or central ideas] of a literary text and analyze [their] how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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> <p><u>Writing Domain-</u></p> <p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.[5]4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]</p> <p><u>Speaking and Listening Domain-</u></p> <p>SL. PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>



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	<p>SL.ES.11–12.3. 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>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>MP1 Topics</p>	<p>This unit provides many opportunities for MLs to experience texts that are based on the 11th Grade theme of Shaping Horizons. Through reading and examining the main novel and novel excerpts students explore the immigrant experience, cultural and social changes. As an ongoing process, the readings and accompanying activities continue to develop students’ academic vocabulary and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>THEME: SHAPING HORIZONS</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> <li>• Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers.</li> <li>• Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas.</li> <li>• Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener.</li> <li>• Students will continue to develop an awareness of their ELL peers recognize the importance of peer encouragement and support in the English language learning process.</li> </ul>
<p>MP1 Skills/Concepts</p>	<ul style="list-style-type: none"> <li>• Visualize story events and characters using imagery while reading.</li> <li>• Have a command of the present, future, and past tense in writing.</li> <li>• Identify the point of view of a narrative story.</li> <li>• Consistently use capitalization where appropriate.</li> <li>• Identify and explain the elements of plot: exposition, rising action, climax, falling action, resolution.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Continue to build their vocabulary including those words with prefixes im, over, un, after; and building their exposure and use of word synonyms and antonyms.</li> <li>• Recognize and implement the rules of dialogue</li> <li>• Recognize and compose examples of imagery using sensory details</li> <li>• Write a coherent narrative story based on the read novel</li> </ul>
MP1 Core Materials	Breaking Through English for Everyone



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 11
MP2  Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12. Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD-SI.4-12. Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Describe the parts and wholes of a system</li> <li>• Sort, clarify, and summarize relationships</li> <li>• Summarize most important aspects of information</li> </ul> <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p><u>ELD-LA.9-12. Narrate. Interpretive</u> Multilingual learners will interpret language arts narratives by</p>



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	<ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text</li> <li>• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <p>ELD-LA.9-12. Narrate. Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>• Orient audience to context and one or multiple point*(s)* of view</li> <li>• Develop and describe characters and their relationships over a progression of experiences or events</li> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</li> <li>• Engage and adjust for audience</li> </ul> <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain. Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for logical relationships among contributing factors, causes, or related concepts</li> <li>• Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose</li> </ul> <p>Language Domains: listening, speaking, reading, and writing</p> <hr/> <p>NJSLS – ELA</p> <p><u>Reading Domain</u> RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the]a literary text says explicitly [as well as inferences</p>



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	<p>drawn from the text,] and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite [strong and] a range of thorough textual evidence (e.g., via discussion, written response, etc.), and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the] an informational text says explicitly [as well as] and inferentially, [including determining where the] as well as interpretations of the text [leaves matters uncertain].</p> <p>RL.CI.11–12.2. Determine two or more themes [or central ideas] of a literary text and analyze [their] how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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> <p><u>Writing Domain</u></p> <p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.[5]4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]</p> <p><u>Speaking and Listening Domain</u></p> <p>SL. PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.11–12.3. 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>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>



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MP2  Topics	<p>The 3rd Marking period unit provides many opportunities for MLs to experience texts that are based on the 11th grade theme Struggles for Equality. Through reading and examining various texts, students make connections between the readings and their own lives. As an ongoing process, the readings and accompanying activities continue to develop students' academic vocabulary, knowledge of literary devices, and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>THEME: Struggles for Equality</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> <li>• Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers.</li> <li>• Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas.</li> <li>• Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener.</li> <li>• Students will continue to develop an awareness of their ML peers and, recognize the importance of peer encouragement and support in the English language learning process</li> </ul> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>• How can change improve people's lives?</li> <li>• What are some rules or laws that you believe are not right?</li> <li>• How do people react differently to adversity?</li> <li>• What are the benefits of facing challenges?</li> <li>• What is the human spirit?</li> <li>• How would you react differently if you lost one or more of your senses?</li> <li>• How does performing a task well and being recognized for it affect a person's spirit?</li> <li>• Why is the human spirit important in overcoming adversity?</li> <li>• Who do you know has overcome adversity? How did they overcome it?</li> </ul>



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	<ul style="list-style-type: none"> <li>• Identify cause and effect relationships in a narrative text;</li> <li>• Write an argumentative essay</li> <li>• Identify and give examples of themes in literature</li> <li>• Differentiate between fact and opinion</li> <li>• Identify elements of characterization</li> <li>• Recognize and give examples of foreshadowing</li> <li>• Analyze non-fiction text in order to identify Notice and Note Signposts</li> <li>• Implement the present perfect tense and past tense appropriately in writing.</li> <li>• Write a correct thesis statement</li> <li>• Implement transition words in the argumentative essay</li> <li>• Build academic vocabulary and correct grammar</li> </ul>
MP2 Core Materials	The Grapes of Wrath English for Everyone



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 11
MP3  Standards for ESL	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes            English language learners communicate for social and instructional purposes within the school setting.            ELD-SI.4-12. Narrate            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD-SI.4-12. Inform            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Describe the parts and wholes of a system</li> <li>• Sort, clarify, and summarize relationships</li> <li>• Summarize most important aspects of information</li> </ul> <p>Standard 2: Language for Language Arts            English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.  <u>ELD-LA.9-12. Narrate. Interpretive</u>            Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text</li> <li>• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul>



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	<p>ELD-LA.9-12. Narrate. Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>• Orient audience to context and one or multiple point*(s)* of view</li> <li>• Develop and describe characters and their relationships over a progression of experiences or events</li> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</li> <li>• Engage and adjust for audience</li> </ul> <p>Standard 5: Language for Social Studies</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain. Interpretive</p> <p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for logical relationships among contributing factors, causes, or related concepts</li> <li>• Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose</li> </ul> <p>Language Domains: listening, speaking, reading, and writing</p> <hr/> <p>NJSLS – ELA</p> <p><u>Reading Domain</u></p> <ul style="list-style-type: none"> <li>• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matter uncertain.</li> <li>• RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</li> </ul>



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	<ul style="list-style-type: none"> <li>• RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</li> <li>• RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</li> <li>• RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).</li> <li>• RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</li> <li>• RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</li> <li>• RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>• RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</li> <li>• RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</li> <li>• RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</li> <li>• RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</li> <li>• RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</li> <li>• RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</li> </ul>



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	<ul style="list-style-type: none"> <li>• RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. opportunity to integrate climate change education.</li> </ul> <p><u>Writing Domain</u></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>



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	<p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, 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 points 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>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. opportunity to integrate climate change education.</p> <p>W.SE.11–12.6. 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 (MLA or APA Style Manuals).</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 11
	<p>W.RW.11–12.7. 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 and purposes.</p> <p><u>Speaking and Listening Domain</u></p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</li> <li>C. Propel conversations by posing and responding to questions that probe 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.</li> <li>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.</li> </ul>
<p>MP3 Topics</p>	<p>The 3rd Marking period unit provides many opportunities for MLs to experience texts that are based on the 11th grade theme Struggles for Equality. Through reading and examining various texts, students make connections between the readings and their own lives. As an ongoing process, the readings and accompanying activities continue to develop students’ academic vocabulary, knowledge of literary devices, and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>Theme: Struggle for Equity</p>



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	<p>Enduring Understandings</p> <ul style="list-style-type: none"> <li>• Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers.</li> <li>• Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas.</li> <li>• Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener.               <ul style="list-style-type: none"> <li>• Students will continue to develop an awareness of their ML peers and recognize the importance of peer encouragement and support in the English language learning process.</li> </ul> </li> </ul> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>• What kind of freedom is there in having your decisions made for you?</li> <li>• How do various cultures affect how gender roles are perceived?</li> <li>• What are the benefits of facing challenges?</li> <li>• Would you risk your own life to obtain freedom? Explain</li> <li>• What is freedom?</li> <li>• What is the human spirit?</li> <li>• Do you think that obstacles make us stronger?</li> </ul>
<p>MP3 Skills/Concepts</p>	<ul style="list-style-type: none"> <li>• Plan and write a narrative essay</li> <li>• Cite supporting details from a text</li> <li>• Identify the sequence of events in a fictional text</li> <li>• Identify components of a story- setting, characterization, inciting incident, rising action, climax, falling action, resolution, denouement</li> <li>• Identify tone and mood of a literary text</li> <li>• Use adjectives to identify and name character traits</li> <li>• Draw inferences from showing writing</li> <li>• Make predictions about a text</li> <li>• Recognize and implement figurative language, especially similes and metaphors in writing</li> </ul>



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	<ul style="list-style-type: none"> <li>• Compose interesting hooks for a narrative story</li> <li>• Implement passive voice in writing</li> <li>• Implement transition words in writing a story</li> </ul> <p>As an ongoing process, students will continue to build academic vocabulary</p>
MP3  Core Materials	Number the Stars  English for Everyone

