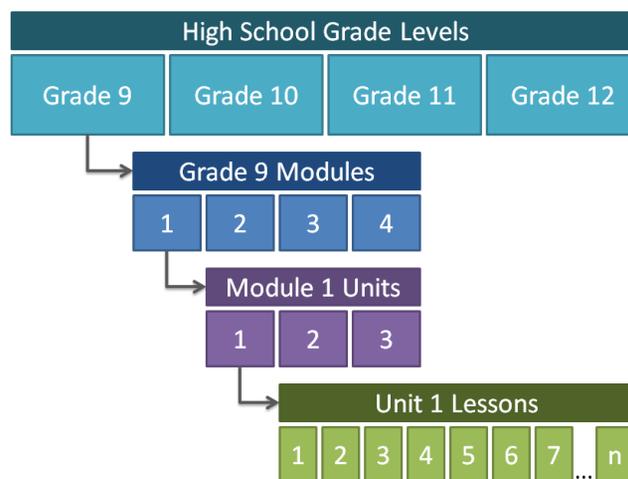


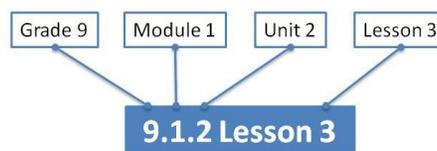
GRADE 11 Curriculum Map

Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

Grade 11 Overview

The New York State grade 11 curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction. In Module 11.1, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text. Module 11.1 also establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year. In Module 11.2, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. In Module 11.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 11.1 and 11.2, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. In Module 11.4, students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the authors' techniques throughout the module.

Module 11.1 considers the role point of view plays in literature and literary nonfiction and how authorial choice contributes to character development, setting, meaning, and aesthetic impact. The first unit begins with a close reading of Robert Browning’s “My Last Duchess,” in which students examine character development and choices regarding point of view as they analyze the development of central ideas in the poem. In the second unit students engage in a close reading of William Shakespeare’s soliloquies, monologues, and dialogues in *Hamlet* to explore how an author may use characterization and point of view to shape central ideas. Finally, in an examination of rhetoric and point of view in an excerpt from Virginia Woolf’s “A Room of One’s Own,” students use Virginia Woolf’s contemporary feminist perspective as a lens through which to consider the relationship of power and gender in Shakespearian England.

Module 11.2 develops the concepts of oppression and power structures in the study of historical American nonfiction and contemporary American poetry. Students begin the module with a focus on how rhetoric becomes a tool to combat oppression through a close reading of the first chapter of W.E.B. Du Bois’s *The Souls of Black Folk*, followed by Booker T. Washington’s “Atlanta Compromise Speech.” Students then broaden their exploration of struggles against oppression to include issues of gender as they consider point of view and purpose in “An Address by Elizabeth Cady Stanton,” a foundational speech in the women’s rights movement, and analyze imagery and figurative language in Audre Lorde’s contemporary poem “From the House of Yemanjá.”

In Module 11.3, students engage in an inquiry-based, iterative research process. Students examine Elie Wiesel’s Nobel Peace Prize Lecture, “Hope, Despair and Memory,” as a springboard for potential research topics. Using evidence-based analysis to explore topics that support multiple positions and perspectives, students generate a written evidence-based perspective. Students use this perspective as the early foundation of a written research-based argument paper. Students read, vet, and analyze sources to gather additional information and evidence and develop and strengthen their writing by revising and editing. Student learning culminates in a research-based argument paper that includes several claims supported by valid reasoning and relevant and sufficient evidence. Students use this paper as the basis for a short video in which they distill and reorganize their arguments to make strategic use of the digital format.

Module 11.4 examines contemporary and canonical American literature, focusing on how authors structure texts, establish point of view, and develop complex characters. Students read, discuss, and analyze two short stories, “On the Rainy River” by Tim O’Brien and “The Red Convertible” by Louise Erdrich, and Kate Chopin’s novel *The Awakening*. These texts continue the conversation around point of view and character development initiated in the first two modules and serve as models for narrative writing instruction. Students develop and strengthen the techniques and skills necessary to craft their own narrative texts that clearly and effectively develop real or imagined experiences.

Curriculum Map

MODULE 11.1 “O, what a noble mind is here o'erthrown!”: How do authors develop and relate elements of a text?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “Then all smiles stopped together.”				
“My Last Duchess” by Robert Browning	6	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect evidence from texts to support analysis • Organize evidence to plan around writing • Determine meaning of unknown vocabulary • Question texts during reading to deepen understanding • Analyze the impact of an author’s choices 	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 W.11-12.2.b W.11-12.5 W.11-12.9.a SL.11-12.1.a, b, c, d, e L.11-12.4.a-d	End-of-Unit: Students draft a one-paragraph response to the following prompt, citing evidence from the text: How does the revelation in lines 45–47 impact the development of the Duke’s character over the course of the poem?

MODULE 11.1 “O, what a noble mind is here o'erthrown!”: How do authors develop and relate elements of a text?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Summarize a text objectively 		
Unit 2: “Though this be madness, yet there is method in ’t.”				
<i>Hamlet</i> by William Shakespeare	25	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect evidence from texts to support analysis Organize evidence to plan around writing Revise writing according to purpose Determine meaning of unknown vocabulary Question texts during reading to deepen understanding Analyze the impact of an author’s choices 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.2.a-f W.11-12.9.a SL.11-12.1.a-e L.11-12.1 L.11-12.2 L.11-12.4.a-c L.11-12.5.a, b	Mid-Unit: Students draft a multi-paragraph response to the following prompt, citing evidence from the text: Select one of Hamlet’s first three soliloquies. In this soliloquy, how does Shakespeare develop the character of Hamlet in relation to other characters in the play? End-of-Unit: In this two-lesson assessment, students discuss and then draft a multi-paragraph response to the following prompt, citing evidence from the text: Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that

MODULE 11.1 “O, what a noble mind is here o'erthrown!”: How do authors develop and relate elements of a text?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Summarize a text objectively 		Shakespeare uses to develop or relate these central ideas.
Unit 3: “Anonymity runs in their blood.”				
<i>A Room of One’s Own</i> by Virginia Woolf	8	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based conversations about text Collect evidence from texts to support analysis Organize evidence to plan around writing Revise writing according to purpose Determine meaning of unknown vocabulary Question texts during reading to deepen understanding Make connections to other texts, ideas, 	CCRA.R.9 RL.11-12.3 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.9.a, b SL.11-12.1.a-e L.11-12.1 L.11-12.2 L.11-12.4.a, b	Mid-Unit: Students draft a multi-paragraph response to the following prompt, citing evidence from the text: Analyze how two central ideas interact and develop over the course of <i>A Room of One’s Own</i> . End-of-Unit: In this two-lesson assessment, students discuss and then draft a multi-paragraph response to the following prompt, citing evidence from the texts: Analyze the relationship between Woolf’s text and the character of Ophelia.

MODULE 11.1 “O, what a noble mind is here o'erthrown!”: How do authors develop and relate elements of a text?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		cultural perspectives, etc. <ul style="list-style-type: none"> Analyze the impact of an author’s choices Summarize a text objectively 		
Module Performance Assessment				
“My Last Duchess” by Robert Browning <i>Hamlet</i> by William Shakespeare <i>A Room of One’s Own</i> by Virginia Woolf (Excerpt from Chapter 3)	3		CCRA.R.9 RL.11-12.2 RL.11-12.11 RI.11-12.2 W.11-12.2.a-f W.11-12.5 W.11-12.9.a, b SL.11-12.1.a-e L.11-12.1 L.11-12.2	Students write a multi-paragraph response to the following prompt: Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

Note: Bold text indicates targeted standards that will be assessed in the module.

<p style="text-align: center;">MODULE 11.2</p> <p style="text-align: center;">“There is within and without the sound of conflict”:</p> <p style="text-align: center;">How do authors use figurative language or rhetoric to advance a point of view or purpose?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>Unit 1: “He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”</p>				
<p><i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”</p> <p>“Atlanta Compromise Speech” by Booker T. Washington</p>	26	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Track rhetoric and analyze its impact on the text • Compare authors’ arguments • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Practice key skills from targeted writing standards 	<p>CCRA.R.8</p> <p>CCRA.R.9</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.6</p> <p>W.11-12.2.a, b, c, d, f</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.9.b</p> <p>SL.11-12.1.a, c</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3.a</p> <p>L.11-12.4.a, b</p>	<p>Mid-Unit:</p> <p>Students write a multi-paragraph response to the following prompt:</p> <p>Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.</p> <p>End-of-Unit:</p> <p>Students write a multi-paragraph response to the following prompt:</p> <p>Consider Du Bois’s “Of Our Spiritual Strivings” and Washington’s “Atlanta Compromise Speech.” Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the text.</p>

			L.11-12.5.a	
Unit 2: “I am / the sun and moon and forever hungry”				
<p>“From the House of Yemanjá” by Audre Lorde</p> <p>“An Address by Elizabeth Cady Stanton”</p>	14	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Delineate evidence and reasoning in an argument • Engage in productive evidence-based conversations about text • Determine meaning of unknown vocabulary • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Practice key informative/explanatory writing skills • Track rhetoric and how it advances the author’s purpose or point of view in the text • Track ideas and their refinement or development over the course of the text 	<p>CCRA.R.8</p> <p>CCRA.R.9</p> <p>RL.11-12.2</p> <p>RL.11-12.4</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.6</p> <p>W.11-12.2.a-f</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.9.a, b</p> <p>SL.11-12.1.a</p> <p>SL.11-12.3</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.4.a</p> <p>L.11-12.5.a</p>	<p>End-of-Unit:</p> <p>Students write a multi-paragraph essay responding to the following prompt:</p> <p>Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.</p>

Module Performance Assessment				
<p><i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”</p> <p>“Atlanta Compromise Speech” by Booker T. Washington</p> <p>“From the House of Yemanjá” by Audre Lorde</p> <p>“An Address by Elizabeth Cady Stanton”</p> <p>“How to Write the Great American Indian Novel” by Sherman Alexie</p>	<p>2</p>		<p>CCRA.R.9</p> <p>RL.11-12.2</p> <p>RL.11-12.6</p> <p>RI.11-12.2</p> <p>RI.11-12.6</p> <p>SL.11-12.1.a, c, d</p> <p>L.11-12.1</p> <p>SL.11-12.3</p>	<p>For this assessment, students draw upon their analysis of the module texts in order to develop and present a claim in a student-facilitated, small-group discussion to the following prompt:</p> <p>Develop and present a claim about how Sherman Alexie’s poem “How to Write the Great American Indian Novel” relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with evidence and reasoning.</p>

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 11.3 Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: Using a Seed Text as a Springboard to Research				
“Hope, Despair and Memory,” The Nobel Peace Prize Lecture, December 11, 1986 by Elie Wiesel	11	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive, evidence-based discussions about text Collect and organize evidence from texts to support analysis in writing Collect and organize evidence from texts to support claims made in writing Use vocabulary strategies to define unknown words Identify potential topics for research within a text Use questioning to guide research Conduct pre-searches to validate sufficiency of information for exploring potential topics 	CCRA.R.8 RI.11-12.1.a RI.11-12.2 RI.11-12.6 W.11-12.2.a, b, d, e, f W.11-12.4 W.11-12.7 W.11-12.9.b SL.11-12.1.c L.11-12.1.a L.11-12.2 L.11-12.3.a L.11-12.4.a-d L.11-12.5.a	End-of-Unit: Students complete a two-part writing assessment in response to the following prompts: Part 1: How do two or more central ideas interact and build on one another over the course of the text? Part 2: Articulate two to three distinct areas of investigation and where they emerge from the text.

MODULE 11.3 Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Delineate arguments and explain relevant and sufficient evidence Analyze perspectives in potential research texts 		
Unit 2: Engaging in an Inquiry-Based, Iterative Research Process to Support Argument Writing				
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model Research Sources:</p> <ol style="list-style-type: none"> “When the U.N. Fails, We All Do” by Fareed Zakaria 	15	<ul style="list-style-type: none"> Assess sources for credibility, relevance, and accessibility Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument Develop, refine, and select inquiry questions for research Develop and continually assess a research frame to guide independent searches Collect and organize evidence from research to support analysis in 	<p>CCRA.R.8</p> <p>RI.11-12.1.a</p> <p>W.11-12.1.a, b</p> <p>W.11-12.4</p> <p>W.11-12.7</p> <p>W.11-12.8</p> <p>W.11-12.9</p> <p>SL.11-12.1.d</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>L.11-12.4.a-d</p>	<p>End-of-Unit:</p> <p>Students submit a completed Research Portfolio with four organized sections including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, and 4. Discarded Material. The Research Journal is also located in the Research Portfolio.</p> <p>Students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective about their problem-based questions.</p>

MODULE 11.3				
Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
2. “Why Genocide?” by Fred Edwords 3. “After Rwanda’s Genocide” by The New York Times Editorial Board 4. “Bodies Count: A definition of genocide that makes sense of history” by Aaron Rothstein 5. “The Only Way to Prevent Genocide” by Tod Lindberg 6. “Convention for the Prevention and Punishment of		writing <ul style="list-style-type: none"> • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research • Develop counterclaims in opposition to claims • Create oral presentations, keeping in mind audience’s concerns, values, and potential biases 		

MODULE 11.3				
Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
"Genocide" by William A. Schabas 7. "Convention on the Prevention and Punishment of the Crime of Genocide" by the U.N. 8. "The Ten Stages of Genocide" by Gregory Stanton 9. "Why Do We Look the Other Way?" by Gregory Stanton 10. "Would you vote in favor of a treaty allowing				

MODULE 11.3 Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska at Lincoln				
Unit 3: Synthesizing Research and Argument Through the Writing Process				
Student texts (research sources) will vary. By Unit 3, students have chosen texts for research based on their individual problem-based question.	12	<ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing Analyze, synthesize, and organize evidence-based claims Write effective introduction, body, and conclusion paragraphs for a research-based argument paper Use proper MLA citation methods 	W.11-12.1.a-e W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8 W.11-12.9 SL.11-12.1 SL.11-12.4 SL.11-12.6	End-of-Unit: Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning.

MODULE 11.3				
Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		in writing <ul style="list-style-type: none"> Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling Use formal style and objective tone in writing Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.) Write coherently and cohesively Vary syntax for effect, consulting references when needed 	L.11-12.1.b L.11-12.2.a, b L.11-12.3.a L.11-12.6	
Module Performance Assessment				
Student texts (research sources) will vary.	4		SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.3.a	Students build on the analysis they did for their research-based argument paper by producing a three- to five-minute video presentation. Students distill and reorganize their research for a specific audience and offer essential points of

MODULE 11.3 Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
			L.11-12.6	the research in an engaging video presentation that demonstrates their command of content and uses formal spoken English. Students' presentations should make strategic use of the video format to enhance and add interest to their research findings.

Note: Bold text indicates targeted standards that will be assessed in the module.

<p style="text-align: center;">MODULE 11.4</p> <p style="text-align: center;">“This is one story I’ve never told before.”: How do authors use narrative techniques to craft fiction writing?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>Unit 1: “You’re twenty-one years old, you’re scared, and there’s a hard squeezing pressure in your chest. What would you do?”</p>				
<p>“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien</p> <p>“The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich</p>	16	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive, evidence-based discussions about texts Collect and organize evidence from texts to support analysis in writing Collect and organize evidence from texts to support analysis in discussion Use vocabulary strategies to define unknown words Independently read a text in preparation for supported analysis Paraphrase and quote relevant evidence from a text Generate and respond to questions 	<p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.5</p> <p>RL.11-12.6</p> <p>W.11-12.2.a-f</p> <p>W.11-12.3.a, b</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.9.a</p> <p>SL.11-12.1.a, c, d</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.4.a</p>	<p>Mid-Unit:</p> <p>Students write a multi-paragraph response to the following prompt: Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.</p> <p>End-of-Unit:</p> <p>Part 1: Students engage in a formal, evidence-based discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.</p> <p>Part 2: Students brainstorm, prewrite, draft, peer review, revise, edit, and publish a text-based narrative writing piece in response to the following prompt: Consider another character’s point of view in either “On the Rainy River” or</p>

MODULE 11.4 “This is one story I’ve never told before.”: How do authors use narrative techniques to craft fiction writing?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		in scholarly discourse <ul style="list-style-type: none"> Examine and analyze fiction texts for effective narrative writing technique Practice narrative writing techniques and skills Engage in the writing process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing 	L.11-12.5	“The Red Convertible” and retell a key scene from either text through that character’s point of view.
Unit 2: “She wanted to swim far out, where no woman had swum before.”				
<i>The Awakening</i> by Kate Chopin “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien “The Red Convertible” from <i>The Red</i>	22	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive, evidence-based discussions about texts Collect and organize evidence from texts to support analysis in writing Collect and organize evidence from 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.2.a-f W.11-12.3.c-e W.11-12.4 W.11-12.5 W.11-12.9.a	Mid-Unit: Students write a multi-paragraph response to the following prompt: How does the development of Edna’s character contribute to two interrelated central ideas in the text? End-of-Unit: Students engage in a formal, evidence-based discussion in response to the following prompt:

<p style="text-align: center;">MODULE 11.4 “This is one story I’ve never told before.”: How do authors use narrative techniques to craft fiction writing?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p><i>Convertible</i> by Louise Erdrich</p>		<p>texts to support analysis in discussion</p> <ul style="list-style-type: none"> • Use vocabulary strategies to define unknown words • Independently read a text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Generate and respond to questions in scholarly discourse • Examine and analyze fiction texts for effective narrative writing technique • Practice narrative writing techniques and skills • Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing 	<p>SL.11-12.1.a, c, d L.11-12.4.a, b L.11-12.5</p>	<p>Who or what bears the most responsibility for the tragic conclusion of <i>The Awakening</i>?</p>

MODULE 11.4 “This is one story I’ve never told before.”: How do authors use narrative techniques to craft fiction writing?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Module Performance Assessment				
<i>The Awakening</i> by Kate Chopin “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	4		RL.11-12.11 W.11-12.3.a-e W.11-12.4 W.11-12.5 W.11-12.7 SL.11-12.1 L.11-12.1 L.11-12.2	For this assessment, students craft a one- to three-page narrative writing piece in response to the following prompt: Write an original narrative piece that assumes a specific point of view based on the setting of “On the Rainy River,” “The Red Convertible,” or <i>The Awakening</i> . Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

Note: Bold text indicates targeted standards that will be assessed in the module.

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard ●

Addressed Standard ○

College and Career Readiness Anchor Standards for Reading					
Craft and Structure		11.1	11.2	11.3	11.4
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.				
Integration of Knowledge and Ideas		11.1	11.2	11.3	11.4
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		●	●	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	●	●		
Reading for Literature					
Key Ideas and Details		11.1	11.2	11.3	11.4
RL.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<i>Yearlong standard</i>			
RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	●	●		●
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	●			●
Craft and Structure		11.1	11.2	11.3	11.4
RL.11-12.4*	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 as well as other authors.)				
RL.11-12.5	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.	●			●
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	●			●
Integration of Knowledge and Ideas		11.1	11.2	11.3	11.4
RL.11-12.7	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.)				
RL.11-12.7.a	Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.				
RL.11-12.8	(Not applicable to literature)				
RL.11-12.9	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.	CCRA.R.9	CCRA.R.9		
Range of Reading and Level of Text Complexity		11.1	11.2	11.3	11.4
RL.11-12.10*	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<i>Yearlong standard</i>			
RL.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.	●			●
Reading for Informational Text					
Key Ideas and Details		11.1	11.2	11.3	11.4
RI.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	○		●	
RI.11-12.1.a*	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	

RI.11-12.2	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.	●	●	●	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	●	●		
Craft and Structure		11.1	11.2	11.3	11.4
RI.11-12.4*	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 (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).		●		
RI.11-12.5	Analyze and evaluate 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.				
RI.11-12.6	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.	●	●	●	
Integration of Knowledge and Ideas		11.1	11.2	11.3	11.4
RI.11-12.7	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.				
RI.11-12.8	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 dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		CCRA.R.8	CCRA.R.8	
RI.11-12.9	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.	CCRA.R.9	CCRA.R.9		
Range of Reading and Level of Text Complexity		11.1	11.2	11.3	11.4
RI.11-12.10*	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	<i>Yearlong standard</i>			
Writing					
Text Types and Purposes		11.1	11.2	11.3	11.4

W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			●	
W.11-12.1.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.			●	
W.11-12.1.b	Develop claim(s) and counterclaims fairly 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.			●	
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax 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.			●	
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			●	
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.			●	
W.11-12.2	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.	●	●	●	●
W.11-12.2.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.	●	●	●	●
W.11-12.2.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.	●	●	●	●
W.11-12.2.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.	●	●		●
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	●	●	●	●
W.11-12.2.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.	●	●	●	●

W.11-12.2.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).	●	●	●	●
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				●
W.11-12.3.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.				●
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				●
W.11-12.3.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).				●
W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				●
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				●
W.11-12.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
Production and Distribution of Writing		11.1	11.2	11.3	11.4
W.11-12.4	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.)		○	●	●
W.11-12.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	○	●	●	●
W.11-12.6	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.				○
Research to Build and Present Knowledge		11.1	11.2	11.3	11.4
W.11-12.7	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.			●	○

W.11-12.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.11-12.8	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.			●	
W.11-12.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	○	●	●
W.11-12.9.a*	Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “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”).	●	○		●
W.11-12.9.b*	Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	●	○	●	
Range of Writing		11.1	11.2	11.3	11.4
W.11-12.10*	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.	<i>Yearlong standard</i>			
Speaking and Listening					
Comprehension and Collaboration		11.1	11.2	11.3	11.4
SL.11-12.1*	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.	●	●	●	●
SL.11-12.1.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.	●	●		●
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	●			
SL.11-12.1.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.	●	●	○	●

SL.11-12.1.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.	●		●	●
SL.11-12.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	●			
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				
SL.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.		○	●	
Presentation of Knowledge and Ideas		11.1	11.2	11.3	11.4
SL.11-12.4	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.			●	
SL.11-12.5	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.			●	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)			●	
Language					
Conventions of Standard English		11.1	11.2	11.3	11.4
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.			○	
L.11-12.1.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.			○	
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	●	●	●	●

	when writing.				
L.11-12.2.a	Observe hyphenation conventions.			○	
L.11-12.2.b	Spell correctly.			○	
Knowledge of Language		11.1	11.2	11.3	11.4
L.11-12.3	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.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		○	○	
Vocabulary Acquisition and Use		11.1	11.2	11.3	11.4
L.11-12.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	○	○	○	○
L.11-12.4.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.	○	○	○	○
L.11-12.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	○	○	○	○
L.11-12.4.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.	○		○	
L.11-12.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	○		○	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	○	○
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	○	●	○	
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.	○			
L.11-12.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.			○	

Standards marked with an asterisk () are yearlong standards included in each module.