

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	1
Grade/Level	11th	Weeks:	1
Overview			
Introduction to Native American myths, Columbus, and Puritan writings			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4D Represent information in a variety of ways such as graphics, conceptual maps, and learning logs	(See TAKS test items samples for grade 3 rd -8 th grade <i>Smart Teaching</i> materials for possibilities)	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7F Produce summaries of texts by identifying main ideas and their supporting details	<ul style="list-style-type: none"> • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning 	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6F Discriminate between connotative and denotative meanings and interpret the connotative power of words	Recognizing that: <ul style="list-style-type: none"> ○ Connotative Meaning of Words/Phrases/Sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence. ○ Denotative Meaning of Words/Phrases/Sentences is the actual, literal, explicit meaning of a word, phrase, or sentence. 	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11A Compare and contrast elements of texts	“Allusions” refer to classical, mythological, religious texts, topical, colloquial, or historical references.	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	2
Grade/Level	11th	Weeks:	2
Overview			
Continue Puritan/Colonial Period			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	COMMAS: compound sentence	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	COMMAS: <ul style="list-style-type: none"> • setting off appositives; set off contrasted word, phrase or clause (Saving, not spending, is the way of security.); • set off transitional word or expression (<i>nevertheless, moreover, however ...</i>) • when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) 	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4D Represent information in a variety of ways such as graphics, conceptual maps, and learning logs	(See TAKS test items samples for grade 3 rd -8 th grade <i>Smart Teaching materials for possibilities</i>)	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6C Apply meanings of prefixes, roots, and suffixes in order to comprehend;	See Universe of Possibilities for affixes and roots	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	3
Grade/Level	11th	Weeks:	3
Overview			
Finish Puritan/Colonial period; introduce <u>The Scarlet Letter</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	COMMAS: compound sentence	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	COMMAS: <ul style="list-style-type: none"> • setting off appositives; set off contrasted word, phrase or clause (Saving, not spending, is the way of security.); • set off transitional word or expression (<i>nevertheless, moreover, however ...</i>) • when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) 	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6C Apply meanings of prefixes, roots, and suffixes in order to comprehend;	See Universe of Possibilities for affixes and roots	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7F Produce summaries of texts by identifying main ideas and their supporting details	<ul style="list-style-type: none"> • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <ul style="list-style-type: none"> • details come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage) 	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11A Compare and contrast elements of texts	"Allusions" refer to classical, mythological, religious texts, topical, colloquial, or historical references.	

Wylie ISD Curriculum

<p>11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.</p>	<p>15 E Ask clear questions for a variety of purposes and respond appropriately to the questions of others</p>	<p>Including responding appropriately to questions from listeners and asking clear, appropriate questions to speakers to probe, extend, and clarify issues raised in the oral presentation</p> <ul style="list-style-type: none"> • Literal • Interpretive • Compare/contrast
<p>11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.</p>	<p>15F Make relevant contributions in conversations and discussions.</p>	<p>Including formal and informal class discussions of issues that are raised in response to a variety of narrative and expository texts.</p>

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	4
Grade/Level	11th	Weeks:	4
Overview			
Study of <u>The Scarlet Letter</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	SEMICOLONS items in a series; to separate clauses joined by such transitional words <i>as hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.)	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	COMPOUND/COMPLEX SENTENCES- compound/complex	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7E Use text structures such as compare and contrast, cause and effect, and chronological ordering	Including: <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?” <p>TAKS Note: The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast majority of TAKS questions reflect this approach: the questions are cause/effect questions</p>	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10B Use elements of text to defend, clarify, and negotiate responses and interpretations	<ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> ○ Conflict ○ Changes They Undergo • Analyze Point of View (omniscient, first 	

Wylie ISD Curriculum

		<p>person, third person limited, objective, stream of consciousness)</p> <ul style="list-style-type: none"> • Analyze Setting • Analyze and explain cause/effect relationships • Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p>
<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11B Analyze the relevance of setting and time frame to text’s meaning</p>	<p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to establish symbols or evoke an emotional response from reader.
<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved</p>	<p>Including: Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p>

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	5
Grade/Level	11th	Weeks:	5
Overview			
Continue <u>The Scarlet Letter</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12 B Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility	Including analyzing "Why (or how) did the author do something" such as how/why the author: <ul style="list-style-type: none"> • supports an idea, • describes a character, event, of scene, or • chooses a particular allusion or symbol. <p>TAKS Note: This student expectation was not tested at any grade level in 2003 or 2004.</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	6
Grade/Level	11th	Weeks:	6
Overview			
Continue <u>The Scarlet Letter</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7E Use text structures such as compare and contrast, cause and effect, and chronological ordering	Including: <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?” 	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10B Use elements of text to defend, clarify, and negotiate responses and interpretations	<ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> ○ Motivation ○ Traits ○ Conflict ○ Changes They Undergo 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	7
Grade/Level	11th	Weeks:	7
Overview			
Finish <u>The Scarlet Letter</u> ; introduce Classicism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1B Write in a voice and style appropriate to audience and purpose	(No clarification needed)	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12A Analyze the characteristics of text, including the patterns of organization, syntax and word choice	<ul style="list-style-type: none"> • Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ○ Word Choice (diction), such as: The author’s use of descriptive/figurative language • Intended Audience & Message 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts	<ul style="list-style-type: none"> • Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	8
Grade/Level	11th	Weeks:	8
Overview			
Continue Classicist period			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1B Write in a voice and style appropriate to audience and purpose	(No clarification needed)	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12A Analyze the characteristics of text, including the patterns of organization, syntax and word choice	<ul style="list-style-type: none"> • Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ○ Word Choice (diction), such as: The author’s use of descriptive/figurative language • Intended Audience & Message 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts	<ul style="list-style-type: none"> • Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	9
Grade/Level	11th	Weeks:	9
Overview			
Finish Classicism, introduce <u>The Crucible</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1B Write in a voice and style appropriate to audience and purpose	(No clarification needed)	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12A Analyze the characteristics of text, including the patterns of organization, syntax and word choice	<ul style="list-style-type: none"> • Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ○ Word Choice (diction), such as: <ul style="list-style-type: none"> ○ The author’s use of descriptive/figurative language • Intended Audience & Message 	
11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.	12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts	<ul style="list-style-type: none"> • Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	10
Grade/Level	11th	Weeks:	10
Overview			
Continue <u>The Crucible</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3B Demonstrate control over grammatical elements	<p>SUBJECT/VERB AGREEMENT- when clauses are placed between the noun and verb (The problem of building more schools, in addition to paying teachers' salaries for them, was discussed by the board.) consistency of tense within a paragraph</p> <p>VERBALS infinitives gerunds participles</p> <p>CONJUNCTIONS coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) subordinate conjunctions (<i>as, because, inasmuch as, now, that . .</i>)</p> <p>PRONOUNS subject of infinitive (The committee invited him and me to be present.) object of infinitive (The chairman asked me to invite him to the conference.) complement of infinitive (The manager took her to be me.)</p>	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(No clarification needed)	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11A Compare and contrast elements of texts including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) both within and across texts	<p>Including:</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters 	

Wylie ISD Curriculum

		<p>Analyzing Traits of Characters</p> <ul style="list-style-type: none">• Physical Traits• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)• Emotional Traits <p>Analyzing Feelings/Emotions of Characters</p> <p>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</p> <ul style="list-style-type: none">• Intellectual Motivation• Emotional Motivation• Physical Motivation• Spiritual Motivation• Status-seeking <p>Analyzing Relationships</p> <ul style="list-style-type: none">• Between/among other characters• With self• With society• With nature/ environment• With fate/destiny• With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none">• Intellectual• Emotional• Physical• Change From beginning to end• Change before an event and after an event in the plot• Spiritual <p>Analyzing Types of Characters</p> <ul style="list-style-type: none">• Round• Flat• Dynamic• Static
--	--	---

Wylie ISD Curriculum

		<ul style="list-style-type: none"> • Protagonist • Antagonist • Foil • Confidante • Archetypes
<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, satire, and comic relief as appropriate to selections being read</p>	<p>Including an emphasis on the significance of the author's use of:</p> <ul style="list-style-type: none"> • foreshadowing • point of view • irony • symbols/symbolism • mood • imagery

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	11
Grade/Level	11th	Weeks:	11
Overview			
Finish <u>The Crucible</u> and introduce Romanticism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3B Demonstrate control over grammatical elements	SUBJECT/VERB AGREEMENT- when clauses are placed between the noun and verb (The problem of building more schools, in addition to paying teachers' salaries for them, was discussed by the board.) consistency of tense within a paragraph VERBALS infinitives gerunds participles CONJUNCTIONS coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) subordinate conjunctions (as, because, inasmuch as, now, that . . .) PRONOUNS subject of infinitive (The committee invited him and me to be present.) object of infinitive (The chairman asked me to invite him to the conference.) complement of infinitive (The manager took her to be me.)	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(No clarification needed)	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11A Compare and contrast elements of texts including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) both within and across texts	Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters Analyzing Traits of Characters	

Wylie ISD Curriculum

		<ul style="list-style-type: none">• Physical Traits• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)• Emotional Traits <p>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</p> <ul style="list-style-type: none">• Emotional Motivation• Physical Motivation• Status-seeking <p>Analyzing Relationships</p> <ul style="list-style-type: none">• Between/among other characters• With self• With society• With nature/ environment• With fate/destiny• With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none">• Intellectual• Emotional• Physical• Change From beginning to end• Change before an event and after an event in the plot• Spiritual <p>Analyzing Types of Characters</p> <ul style="list-style-type: none">• Round• Flat• Dynamic• Static• Protagonist• Antagonist• Foil• Confidante• Archetypes
--	--	---

Wylie ISD Curriculum

<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, satire, and comic relief as appropriate to selections being read</p>	<p>Including an emphasis on the significance of the author's use of:</p> <ul style="list-style-type: none">• flashback• foreshadowing• point of view• irony• symbols/symbolism• mood• motif• apostrophe• couplet• imagery• structure of poetry: meter, rhyme• sounds of poetry: alliteration, assonance, rhyme, onomatopoeia <p>other terms, as appropriate, depending on the selection of specific text.</p>
--	---	--

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	12
Grade/Level	11th	Weeks:	12
Overview			
Continue Romanticism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3B Demonstrate control over grammatical elements	CONJUNCTIONS coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) subordinate conjunctions (as, because, inasmuch as, now, that . . .) PRONOUNS subject of infinitive (The committee invited him and me to be present.) object of infinitive (The chairman asked me to invite him to the conference.) complement of infinitive (The manager took her to be me.)	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(No clarification needed)	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11A Compare and contrast elements of texts including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) both within and across texts	Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do <ul style="list-style-type: none"> • Physical Motivation • Status-seeking Analyzing Relationships <ul style="list-style-type: none"> • Between/among other characters • With self 	

Wylie ISD Curriculum

		<ul style="list-style-type: none"> • With society • With nature/ environment • With fate/destiny • With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Dynamic • Static • Protagonist • Antagonist • Archetypes
<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, satire, and comic relief as appropriate to selections being read</p>	<p>Including an emphasis on the significance of the author’s use of:</p> <ul style="list-style-type: none"> • flashback • foreshadowing • point of view • irony • symbols/symbolism • motif • apostrophe • couplet • imagery • structure of poetry: meter, rhyme • sounds of poetry: alliteration, assonance, rhyme, onomatopoeia <p>other terms, as appropriate, depending on the selection of specific text.</p>

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	13
Grade/Level	11th	Weeks:	13
Overview			
Introduce Transcendentalism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.</p>	<p>12A Analyze the characteristics of text,</p>	<p>1st Person—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” Example: Emerson’s essays</p> <p>3rd Person/ Omniscient—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Concord Hymn)</p> <p>3rd Person/Objective—This point of view “is an even more restricted type of 3rd person limited omniscience that</p>	

Wylie ISD Curriculum

		<p>prevents any subjective commentary by the author.... (This approach) also abandons freedom of movement in time and space, examination of motives, and revelation of thoughts, and restricts the narrator to only those objective details that can be seen and heard by an invisible witness. (This is sometimes) called the scenic method or the fly-on-the-wall technique. (Example: most of the poetry)</p>
--	--	---

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	14
Grade/Level	11th	Weeks:	14
Overview			
Continue Transcendentalism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.</p>	<p>12A Analyze the characteristics of text,</p>	<p>1st Person—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” (Example: <u>Walden</u>)</p> <p>3rd Person/ Omniscient—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Selected poetry, Whitman)</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	15
Grade/Level	11th	Weeks:	15
Overview			
Introduce Realism			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.12 Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.</p>	<p>12A Analyze the characteristics of text</p>	<p><u>Narrator’s Point of View</u> Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. (this) is sometimes called narrative perspective.” (Example: Chief Joseph) <u>1st Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” (Example: Lincoln) <u>3rd Person/ Omniscient</u>—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Bierce, Twain, Harte)</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	16
Grade/Level	11th	Weeks:	16
Overview			
Introduction to media forms			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p>	<p>6B Rely on context to determine meanings of words and phrases such as</p>	<ul style="list-style-type: none"> • figurative language • connotation and denotation of words • analogies • multiple meaning words • idioms • technical vocabulary <p>TAKS Notes:</p> <ul style="list-style-type: none"> • The figurative language that is tested on TAKS appears to be language that is colorful or descriptive rather than strictly “figurative.” The figurative language that is tested appears to be language that is colorful or descriptive. Examples of words tested include: <ul style="list-style-type: none"> ○ croup ○ regaled ○ avail ○ deluge ○ ritual ○ provocative ○ poignant ○ calumny ○ sullen ○ verity 	
<p>11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.</p>	<p>11D Analyze the melodies of literary language, including its use of evocative words and rhythms</p>	<p>Including:</p> <ul style="list-style-type: none"> • the author’s purpose in using a specific simile, • the author’s purpose in making a specific allusion • the purpose of the author’s use of rhythms/repetition in a narrative passage, • the author’s purpose in using a specific metaphor <p>the author’s use of “figurative/vividly descriptive language” such as specific images and vivid adjectives/adverbs</p>	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	17
Grade/Level	11th	Weeks:	17
Overview			
Continue study of media forms.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.16 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	16D Use effective verbal and nonverbal strategies in presenting oral messages	Including: <ul style="list-style-type: none"> • Use standard pronunciation and correct grammar in oral presentations • Use language that is appropriate to the purpose, audience and occasion and • Use effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience and occasion • Use posture effectively 	
11.19 Viewing/representing/interpretation. The student understands and interprets visual representations.	19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	<p>Such as analysis of the purpose of various visual media:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation) <p>And determine the purpose such as:</p> <ul style="list-style-type: none"> • The purpose of this advertisement is to — • The reader can tell that the movie’s primary purpose is to — • The artist of this cartoon probably wants readers to — • The primary purpose of this chart is to — <p>Analyze an overall medium to draw conclusions about the message (i.e., purpose) the creator was trying to convey</p>	

Wylie ISD Curriculum

		<p>such as:</p> <ul style="list-style-type: none"> • The attitude of the girl in the cartoon can best be described as — • What can the reader conclude about the group that sponsored this ad?
<p>11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</p>	<p>20A Investigate the source of a media presentation or production such as who made it and why it was made</p>	<p>(No clarification needed)</p>

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	18
Grade/Level	11th	Weeks:	18
Overview			
Finish media study			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20B Deconstruct media to get the main idea of the messages' content	<p>Including:</p> <p><u>Identify the Intended Audience of Media</u> [e.g., The reader can conclude that the movie is primarily intended for an audience of — (C* families)]</p> <p><u>Identify the Main Idea of Media</u></p> <ul style="list-style-type: none"> • Why are the drawings of the plants an essential part of the chart? [F* They aid in identifying the plants.] • What is the primary message of the cartoon? [D* Personal experience can teach lessons in a difficult way.] • One underlying message of the poster is that — [A* many cultures contribute to our society.] • What is the poster's slogan? [D* Cultivate Your Roots] <p><u>Identify the Artist's Purpose in Using Media</u></p> <ul style="list-style-type: none"> • Determine the message(s)/main idea(s), slogans, messages, etc. • Determine the editor's/artist's purpose(s) • Provide information • Determine the effect of the media (or elements of the media) on the audience 	
11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols	<p>And including analyzing expository text and recognizing:</p> <ul style="list-style-type: none"> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid • Testimonial from a famous personality as a valid source • Symbols • Logical fallacies, such as 	

Wylie ISD Curriculum

		<ul style="list-style-type: none">○ Glittering generalities/over-generalization○ False cause/effect relationships○ False analogies○ Invalid use/interpretation of statistics○ Invalid use of emotional proof (“Appeal to the Crowd”)○ Invalid use of personality proof (“Wise Men Can Be Wrong”)○ Bandwagon○ <i>Ad hominem</i> <p>And responding to questions such as:</p> <ul style="list-style-type: none">• Why did the creator of the media include/say something?• Is what the creator of the medium did logical/reasonable? Why or why not?
--	--	---

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	19
Grade/Level	Eleventh	Weeks:	19
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.</p>	<p>7G Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an <u>individual</u> person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • Form Generalizations: A statement about a <u>group/class</u> of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.: <ul style="list-style-type: none"> ○ a straightforward statement about a <u>group/class</u> of persons, places, things, or events ○ a statement/generalizations about the future = prediction 	

Wylie ISD Curriculum

		<ul style="list-style-type: none">○ a statement/generalization about why something happened = cause/effect• Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)• Inductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</p> <p>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking.</p>
--	--	---

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	20
Grade/Level	Eleventh	Weeks:	20
Overview			
Campaign propaganda, inaugural speeches			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4F Compile written ideas and representations into reports, summaries, or other formats and draw conclusions	Including: <ul style="list-style-type: none"> • Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and a statement/conclusion about why something happened = cause/effect 	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	Including the accurate use of reference information such as pronunciation, part of speech, multiple meanings, etc.	
11.19 Viewing/representing/interpretation. The student understands and interprets visual representations.	19A Describe how meanings are communicated through elements of design, such as shape, line, color, and texture	Such as: <ul style="list-style-type: none"> • Analysis of book illustrations, age-appropriate political cartoons, print and electronic advertisements to identify\ Illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influence the text’s meaning	

Wylie ISD Curriculum

<p>11.19 Viewing/representing/interpretation. The student understands and interprets visual representations.</p>	<p>19B Analyze relationships, ideas, and cultures as represented in various media</p>	<p>Such as:</p> <ul style="list-style-type: none">• why someone chose to use an item of media and• a comparison of information in the media <p>Such as analysis of relationships, ideas and cultures as found in:</p> <ul style="list-style-type: none">• Photographs from newspapers, magazines, and advertisements• Cartoons• Advertisements/Flyers/Brochures• Posters• Informational Charts/Graphs/Tables• Paintings/Drawings• Signs• Web Pages• PowerPoint (or other slide show presentation)
---	--	--

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	21
Grade/Level	Eleventh	Weeks:	21
Overview			
Research reform movements in America			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.</p>	<p>7G Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an <u>individual</u> person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • Form Generalizations: A statement about a <u>group/class</u> of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.: <ul style="list-style-type: none"> ○ a straightforward statement about a <u>group/class</u> of persons, places, things, or events ○ a statement/generalizations about the future = prediction ○ a statement/generalization about why something happened = cause/effect 	

Wylie ISD Curriculum

		<ul style="list-style-type: none">• Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)• Inductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</p> <p>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking</p>
--	--	---

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	22
Grade/Level	Eleventh	Weeks:	22
Overview			
Post Industrial Revolution, Reform Era (Social Issues)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4A Use writing to formulate questions, refine topics, and clarify ideas	Including: <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable 	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4B Use writing to discover, organize, and support what is known and what needs to be learned about a topic	(No clarification needed)	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4C Compile information from primary and secondary sources in systematic ways using available technology	(No clarification needed)	
11.11 Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	11F Understand literary forms and terms	satire	
11.13 Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.	13A Generate relevant, interesting, and researchable questions	Including: <ul style="list-style-type: none"> • Asks and answers relevant questions for personal clarification and extension of ideas in group discussions and conducts formal and informal research • Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology) • Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information 	
11.13 Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.	13B Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	23
Grade/Level	Eleventh	Weeks:	23
Overview			
Post Industrial Revolution, Reform Era (Social Issues)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	(see writing templates for purpose and text structure from “universe of possibilities”)	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: (grade-level choices from “universes of capitalization and punctuation”) APOSTROPHES: <ul style="list-style-type: none"> • a noun modifying a gerund (I had not heard of John's leaving.) QUOTATIONS <ul style="list-style-type: none"> • indenting long quotes and omitting quotation marks • quotes inside of quotes (single quotation marks) • articles in magazines and newspapers • chapters in books, songs, and poems PARENTHESES <ul style="list-style-type: none"> • parenthetical documentation ELLIPSES <ul style="list-style-type: none"> • omission of words or paragraphs from a quotation BRACKETS <ul style="list-style-type: none"> • enclose words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth. COLONS <ul style="list-style-type: none"> • introduce formal or long quotation 	

Wylie ISD Curriculum

<p>11.4 Writing/inquiry/research. The student uses writing as a tool for learning.</p>	<p>4E Use writing as a study tool to clarify and remember information</p>	<p>(No clarification needed)</p>
<p>11.13 Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.</p>	<p>13C Use text organizers such as overviews, headings, and graphic features to locate and categorize information</p>	<p>(No clarification needed)</p>
<p>11.13 Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.</p>	<p>13E Draw conclusions from information gathered</p>	<p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and a statement/conclusion about why something happened = cause/effect

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	24
Grade/Level	Eleventh	Weeks:	24
Overview			
Post Industrial Revolution, Reform Era (Social Issues)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17C Use appropriate appeals to support claims and arguments	Such as: <ul style="list-style-type: none"> • logical appeals (<i>logos</i>) <ul style="list-style-type: none"> ○ examples ○ statistics ○ analogies ○ sylogisms • emotional appeals (<i>pathos</i>) • appeals to authority (<i>ethos</i>) 	
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17D Use language and rhetorical strategies skillfully in informative and persuasive messages	(No clarification needed)	
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17F Make informed, accurate, truthful, and ethical presentations	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	25
Grade/Level	Eleventh	Weeks:	25
Overview			
Begin Research Paper			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.9 Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.	9A Recognize distinctive and shared characteristics of cultures through reading	Including: <ul style="list-style-type: none"> • Recognizes the stated and inferred characteristics of various cultures from a wide variety of cultures and authors • Analyzes narrative and expository text to identify distinctive and shared characteristics and experiences of characters from other cultures 	
11.9 Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.	9B Compare text events with his own and other readers' experiences	Including: <ul style="list-style-type: none"> • Discuss text events related to customs, language, and culture • Compare/contrast the text events with his and other readers' customs and culture 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	26
Grade/Level	Eleventh	Weeks:	26
Overview			
Continue Research Paper			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.	15A Use the conventions of oral language effectively	(No clarification needed)	
11.16 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	16A Apply valid criteria to analyze, evaluate, and critique informative and persuasive messages	Including: <ul style="list-style-type: none"> • Analyzing or developing criteria for evaluation of the type of presentation (e.g., for informative and persuasive presentations) • Provide constructive feedback to the speaker, based on the criteria 	
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17A Present and advance a clear thesis and logical points, claims, or arguments to support messages	Including: <ul style="list-style-type: none"> • Present a clear thesis (main idea) statement • Support the major thesis statement with logical points/arguments, such as examples, descriptions, statistics, analogies, valid appeals to emotion, and use of valid authority 	
11.18 Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.	18A Make valid interpretations of a variety of literary texts such as telling stories, interpreting poems, stories, speeches, letters, or essays	Including oral reading/interpretation of literary text	

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	27
Grade/Level	Eleventh		Weeks:	27
Overview				
Complete Research paper				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17A Present and advance a clear thesis and logical points, claims, or arguments to support messages	Including: <ul style="list-style-type: none"> Present a clear thesis (main idea) statement Support the major thesis statement with logical points/arguments, such as examples, descriptions, statistics, analogies, valid appeals to emotion, and use of valid authority 		
11.17 Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.	17E Use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact, and gestures	(No clarification needed)		
11.18 Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.	18B Justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text	(No clarification needed)		
11.18 Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.	18C Present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	(No clarification needed)		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	28
Grade/Level	Eleventh	Weeks:	28
Overview			
Introduce/Begin <u>The Great Gatsby</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.6 Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	6G Read and understand analogies	Recognizing that the most basic test of the validity of an analogy is to determine whether or not there are more similarities or differences between the two persons/places/things/events that are analogies.	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	29
Grade/Level	Eleventh	Weeks:	29
Overview			
The Great Gatsby			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.	15D Use effective verbal and nonverbal strategies in presenting oral messages	Including: <ul style="list-style-type: none"> • Use standard pronunciation and correct grammar in oral presentations • Use language that is appropriate to the purpose, audience and occasion and • Use effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience and occasion • Use posture effectively 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	30
Grade/Level	Eleventh	Weeks:	30
Overview			
<u>The Great Gatsby</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7A Establish and adjust purpose for reading including acquire information, to understand, to interpret, to enjoy, and to solve problems	Including self-directed and teacher-directed purposes consciously chosen and articulated by either the teacher or student	
11.7 Reading/comprehension. The student comprehends selections using a variety of strategies.	7B Draw upon his/her own background to provide connections to texts	Ongoing reading process skill, including: <ul style="list-style-type: none"> • Predicts outcomes and actions in fiction selections, nonfiction selections and poetry, based on content clues and on his or her own experiences • Uses his or her own experience and knowledge to understand texts 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	31
Grade/Level	Eleventh	Weeks:	31
Overview			
Finish <u>The Great Gatsby</u> ; Analyze media coverage			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.4 Writing/inquiry/research. The student uses writing as a tool for learning.	4G Analyze strategies that writers in different fields use to compose	(No clarification needed)	
11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20D Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music, lighting and spatial arrangement	(No clarification needed)	
11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20F Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and the Internet.	(No clarification needed)	
11.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21A Examine the effect of media on constructing his/her own perception of reality	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	32
Grade/Level	Eleventh		Weeks:	32
Overview				
Analyze media coverage Background for <u>Twelve Angry Men</u>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.	15C Communicate effectively in conversations and group discussions while problem solving, and planning	Including actively participating in class discussions and conversations and adjusting information and positions based on the discussion/conversation		
11.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.	20 E Recognize genres such as nightly news, newsmagazines, films, plays, and documentaries and identify the unique properties of each	(No clarification needed)		
11.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21B Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages	(No clarification needed)		
11.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21C Use a range of techniques to plan and create a media text and reflect critically on the work produced	(No clarification needed)		
11.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21D Create media products to engage specific audiences to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts	(No clarification needed)		
11.21 Viewing/representing/production. The student produces visual representations that communicate with others.	21E Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	(No clarification needed)		

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	33
Grade/Level	Eleventh	Weeks:	33
Overview			
<u>Twelve Angry Men</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.10 Reading/literary response. The student expresses and supports responses to various types of texts.	10C Analyze written reviews of literature, film, and performance to compare with his/her own responses.	Including answering questions to: <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes • Compare aesthetic response • Compare critique 	
11.16 Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.	16B Apply valid criteria to analyze, evaluate, and critique literary performances	(No clarification needed)	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	34
Grade/Level	Eleventh	Weeks:	34
Overview			
Contemporary American short stories			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.14 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	14A Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	Including: <ul style="list-style-type: none"> • Identifies the speaker’s message(s)—both verbal and non-verbal • Identifies the speaker’s purpose (e.g., to inform, to persuade, to entertain) • Analyzes the speaker’s point of view, bias, and credibility 	

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	35
Grade/Level	Eleventh	Weeks:	35
Overview			
Contemporary American and world short stories Begin business writing assignment			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1A Write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and résumé	(see writing templates for purpose and text structure from “universe of possibilities”)	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: (grade-level choices from “universes of capitalization and punctuation”) DASHES <ul style="list-style-type: none"> • abrupt change in sentence (We see words that blow like leaves in the winds of autumn—golden words, bronze words, words that catch the light like opals.) • set off interpolated explanatory matter (There are many differences—a side from the physical ones—between men and women.) • indicate a sudden break in a sentence (I wouldn't—I couldn't—permit you to say such a thing.) • instead of parentheses COLONS	
11.14 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	14B Use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;	(No clarification needed)	
11.14 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	14C Demonstrate proficiency in critical, empathic, appreciative, and reflective listening	(No clarification needed)	
11.14 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	14D Use effective strategies to evaluate his/her own listening	(No clarification needed)	

Wylie ISD Curriculum

	such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention business letter	
11.14 Listening/speaking/critical listening. The student listens attentively for a variety of purposes.	14E Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	(No clarification needed)
11.15 Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.	15B Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task	(No clarification needed)

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	36
Grade/Level	Eleventh	Weeks:	36
Overview			
Contemporary American short stories and essays			
Complete business writing assignment			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
11.1 Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.	1A Write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and résumé	(see writing templates for purpose and text structure from “universe of possibilities”)	
11.3 Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.	3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: (grade-level choices from “universes of capitalization and punctuation”) DASHES <ul style="list-style-type: none"> • abrupt change in sentence (We see words that blow like leaves in the winds of autumn—golden words, bronze words, words that catch the light like opals. • set off interpolated explanatory matter (There are many differences—a side from the physical ones—between men and women.) • indicate a sudden break in a sentence (I wouldn't—I couldn't—permit you to say such a thing.) • instead of parentheses COLONS	