



English/ Language Arts Grade 11

Unit Name: Analysis/Narrative Essay; Short Answer Response		2nd 6 Weeks
TEKS	Content/Vocabulary	Guiding Questions
<p>1A, B, C Write in a voice and style appropriate to audience and purpose organizing ideas to ensure coherence and development to include narrative, procedure, summary and resume'.</p> <p>2A Use prewriting strategies to generate ideas, develop voice, and plan.</p> <p>2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</p> <p>5A Evaluate writing for both mechanics and content.</p> <p>5B Respond productively to peer review of his/her own work.</p>	<p>Sequence of events</p> <p>Descriptions</p> <p>Details</p> <p>Elaboration</p> <p>Verb Forms</p> <p>Compound Sentences</p> <p>Possessive Forms</p> <p>Parallelism</p> <p>(Review the following)</p> <p>Speaker/Audience/Purpose</p> <p>Diction</p> <p>Connotation/denotation</p> <p>Tone</p> <ul style="list-style-type: none"> • Shift <p>Analysis of good writing</p> <p>Application of effective strategies in student writing and editing</p> <p>Stylistic maturity</p> <p>Subject/Verb Agreement</p> <p>Pronoun/antecedent Agreement</p>	<p>What writing strategies are best used to develop an analysis essay?</p> <p>What revision strategies are best used to develop an analysis essay?</p> <p>What pre-writing strategies are used to write a personal narrative?</p> <p>What writing strategies are used to write a personal narrative?</p> <p>What editing strategies are used to develop a personal narrative?</p>



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<p>6B Rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary.</p> <p>6C Apply meanings of prefixes, roots, and suffixes in order to comprehend.</p> <p>6E Use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings, usage, and origin.</p> <p>6F Discriminate between connotative and denotative meanings and interpret the connotative power of words.</p>	<p>Prefix</p> <p>Suffix</p> <p>Synonym</p> <p>Antonym</p> <p>(Review the following)</p> <p>Connotation</p> <p>Denotation</p> <p>Context Clue</p>	<p>What strategies can be used to help determine the meaning of a word?</p>



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<p>6A Expand vocabulary through wide reading, listening, and discussing.</p> <p>7A Establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.</p> <p>7B Draw upon his/her own background to provide connection to texts.</p> <p>7C Monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning.</p> <p>7F Produce summaries of texts by identifying main ideas and their supporting details.</p> <p>7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].</p> <p>7H Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.</p> <p>7I Read silently with comprehension for a sustained period of time.</p> <p>8A Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p>	<p>Implied main idea</p> <p>Stated main idea</p> <p>Text Evidence</p> <p>Tone</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Author’s Purpose</p> <p>Monologue</p> <p>Dialogue</p> <p>Soliloquy</p> <p>Aside</p> <p>(Review the following)</p> <p>Summary</p> <p>Conclusion</p> <p>Main idea</p> <p>Plot</p> <p>Conflict</p> <p>Theme</p> <p>Symbols</p> <p>Setting</p> <p>Point of View</p> <p>Audience</p>	<p>How will students interpret and analyze prose and poetry?</p> <p>How can the text be used to prove an answer to an open-ended question?</p>



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<p>8B Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].</p> <p>8C Read American and other world literature, including classic and contemporary works.</p> <p>8D Interpret the possible influences of the historical context on literary works.</p> <p>9A Recognize distinctive and shared characteristics of cultures through reading.</p> <p>9B Compare text events with his/her own and other readers' experiences.</p> <p>10B Use elements of text to defend, clarify, and negotiate responses and interpretations.</p>		
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<p>7E Analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.</p> <p>11A Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.</p> <p>11B Analyze relevance of setting and time frame to text’s meaning.</p> <p>11C Describe the development of plot and identify conflicts and how they are addressed and resolved.</p> <p>11E Connect literature to historical contexts, current events, [and his/her own experiences].</p> <p>11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to</p> <p>12A Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</p>	<p>Hyperbole Irony Metaphor Onomatopoeia Point of view Bias Persuasive writing Loaded language</p> <p>(Review the following) Compare/contrast Cause/effect Theme Conflict Allusions Setting Plot development Conflict Characterization Diction (word choice)</p>	<p>What literary techniques does an author use to develop his/her story?</p>