

ELA Alternate 3 Essential Elements- High School Curriculum Map



1st Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities	Text Examples
I can analyze the text to find information that is explicitly stated and find places where I can infer what the text means.	EE.RL.11.1- Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where they have to infer; practice inferences in the classroom with your daily language.	DLM Corresponding Books: Mary and Martha An Invitation Gatsby and Daisy Drink Tea
I can identify the main events in the text that are related to the theme (or central idea).	EE.RL.11.2- Recount the main events of the text which are related to the theme or central idea.	Use an anchor chart with a list of main events for students to choose from that relate to the theme or central idea.	
I can determine how a character or the setting changes over the course of the story.	EE.RL.11.3- Determine how characters or the setting changes over the course of the story or drama.	Give students pre-made cards with changes that happened with the characters and/or setting for the students to make a timeline of the changes.	
I can identify how the ending of the story relates to the meaning of the story.	EE.RL.11.5- Determine how the author's choice of where to end the story contributes to the meaning.	Give students pre-made meanings to decide which one supports how the author ended the story.	
I can use anchor charts to compare the difference between the author's actual language and intended meaning.	EE.RL.11.6- Determine the point of view when there is a difference between the author's actual language and intended meaning.	On an anchor chart with the different points of view listed on top, compare the actual language with the intended meaning.	
I can use a graphic organizer to compare the text version with the video or live version of the same text.	EE.RL.11.7- Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	Create anchor charts of text elements while reading and watching the text to use to compare and contrast the two (visuals and short phrases may be helpful when comparing and contrasting).	
I can use a graphic organizer to compare different versions of text.	EE.RL.11.9- Demonstrate explicit understanding of recounted versions of foundational works of American literature.	Use the graphic organizers to answer questions related to the foundational works of American Literature.	
I can interact with my teacher during shared readings.	EE.RL.11.10- Demonstrate understanding while actively engaged in reading or listening to stories, dramas, or poems.	Use a core board and ask students questions.	

1st Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities
I can write about events or personal experiences and include an introduction, one character, two or more events with details/describing feelings, use of transition words, and a closing.	EE.W.11.3- Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Organize the events in the narrative using temporal words to signal order and add cohesion. c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. d. Provide a closing.	Use a transition word chart, template for writing a narrative, or feeling words. If needed ask families to send in pictures of experiences.
I can write on topic.	EE.W.11.4- Produce writing that is appropriate to a particular task, purpose, and audience.	Planning sheet (with a completed example in the room) and give students a revising checklist.
I can plan and revise my writing with support from an adult or peer.	EE.W.11.5- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	Planning sheet (with a completed example in the room) and give students a revising checklist.
I can use information from literary texts to support my writing.	EE.W.11.9- Cite evidence from literary or informational texts. a. Apply Essential Element Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).	If writing to compare characters use notes from class or anchor charts to support writing with evidence.
I can write to a variety of writing prompts.	EE.W.11.10- Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	Set aside a daily structured writing time where students can write about topics of personal interest.

2nd Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities
I can determine the central idea of the text and recount the events.	EE.RI.11.2- Determine the central idea of the text; recount the text.	Create an anchor chart with central ideas for students to pick from (may include visual supports/short phrases). Using visual support/short phrases the student can make a timeline to recount the text.
I can determine how individuals (events/ideas) are related in the text.	EE.RI.11.3- Determine how individuals, ideas, or events change over the course of the text.	Use a graphic organizer to compare how individuals/events/ideas are related (visuals/short phrases/short parts from the text to look back on for comparison).
I can determine how words can impact the meaning of the text.	EE.RI.11.4- Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.	Given pre-made words or phrases from the text students can sort them into teacher selected categories of how it impacts the text.
I can identify the details from the text that support the author’s claim.	EE.RI.11.5- Determine whether the structure of a text enhances an author’s claim.	Provide students with examples of text structure to see if it enhances the author’s claim. Provide students with pre-made claims to choose from.
I can identify details in the text the author uses to support their claim.	EE.RI.11.8- Determine whether the claims and reasoning enhance the author’s argument in an informational text.	Given pre-made details the student can decide if it supports the author’s claim.
I can identify arguments made by different texts on the same topic.	EE.RI.11.9- Compare and contrast arguments made by two different texts on the same topic.	Use a graphic organizer to compare and contrast different texts. Give students visuals from the text or make visuals on points to have students sort and use pre-made short phrases from the text to sort.
I can interact with my teacher during read-alouds.	EE.RI.11.10- Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.	Use a core board and questioning during reading.

2nd Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities
I can choose a topic and write one or more sentences about the topic.	EE.W.11.1- Write arguments to support claims. a. Write an argument to support claims. b. Support claims with reasons and evidence drawn from text.	Model writing a claim and showing how to support the claim with more than one reason from the text. Provide students with a template to use.
I can write an essay that includes a topic, vocabulary to support the topic, simple sentences, and a closing statement.	EE.W.11.2- Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, factual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Providing a closing or concluding statement.	Provide a template for the introduction, transition words for the supporting details, and a conclusion. Provide a word bank with domain-specific vocabulary to include in their writing.
I can use resources to help write an essay.	EE.W.11.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing project.	Planning sheet (with a completed example in the room) and give students a revising checklist. Research as a class to write a research project- Cereal box report; Book; poster, etc.
I can use a variety of sources to help support my essay.	EE.W.11.8- Write answers to research questions by selecting relevant information from multiple resources.	Use graphic organizers to gather information.
I can write to a variety of writing prompts.	EE.W.11.9- Cite evidence from literary or informational texts. b. Apply Essential Element Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).	Set aside a daily structured writing time where students can write about topics of personal interest.

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3rd Quarter

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I can plan and revise my writing with support from an adult or peer.	EE.W.11.5- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	Planning sheet (with a completed example in the room) and give students a revising checklist.
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I can write to a variety of writing prompts.	EE.W.11.10- Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	Set aside a daily structured writing time where students can write about topics of personal interest.

4th Quarter

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I can determine how individuals (events/ideas) are related in the text.	EE.RI.11.3- Determine how individuals, ideas, or events change over the course of the text.	Use a graphic organizer to compare how individuals/events/ideas are related (visuals/short phrases/short parts from the text to look back on for comparison).
I can determine how words can impact the meaning of the text.	EE.RI.11.4- Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.	Given pre-made words or phrases from the text students can sort them into teacher selected categories of how it impacts the text.
I can identify the details from the text that support the author's claim.	EE.RI.11.5- Determine whether the structure of a text enhances an author's claim.	Provide students with examples of text structure to see if it enhances the author's claim. Provide students with pre-made claims to choose from.
I can identify details in the text the author uses to support their claim.	EE.RI.11.8- Determine whether the claims and reasoning enhance the author's argument in an informational text.	Given pre-made details the student can decide if it supports the author's claim.
I can identify arguments made by different texts on the same topic.	EE.RI.11.9- Compare and contrast arguments made by two different texts on the same topic.	Use a graphic organizer to compare and contrast different texts. Give students visuals from the text or make visuals on points to have students sort and use pre-made short phrases from the text to sort.
I can interact with my teacher during read-alouds.	EE.RI.11.10- Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.	Use a core board and questioning during reading.

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4th Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities
I can choose a topic and write one or more sentences about the topic.	EE.W.11.1- Write arguments to support claims. a. Write an argument to support claims. b. Support claims with reasons and evidence drawn from text.	Model writing a claim and showing how to support the claim with more than one reason from the text. Provide students with a template to use.
I can write an essay that includes a topic, vocabulary to support the topic, simple sentences, and a closing statement.	EE.W.11.2- Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, factual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Providing a closing or concluding statement.	Provide a template for the introduction, transition words for the supporting details, and a conclusion. Provide a word bank with domain-specific vocabulary to include in their writing.
I can use resources to help write an essay.	EE.W.11.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing project.	Planning sheet (with a completed example in the room) and give students a revising checklist. Research as a class to write a research project- Cereal box report; Book; poster, etc.
I can use a variety of sources to help support my essay.	EE.W.11.8- Write answers to research questions by selecting relevant information from multiple resources.	Use graphic organizers to gather information.
I can write to a variety of writing prompts.	EE.W.11.9- Cite evidence from literary or informational texts. b. Apply Essential Element Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).	Set aside a daily structured writing time where students can write about topics of personal interest.

Embedded Throughout the year:

Speaking and Listening Essential Elements:

EE.SL.11.1- Engage in collaborative discussions.

- a. Prepare for discussion by collecting information on the topic.
- b. Work with peers to set rules and goals for discussions.

EE. SL.11.5- Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.

EE.SL.11.6- Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Vocabulary and Language Essential Elements:

EE.L.11.1- Demonstrate standard English grammar and usage when communicating.

- a. Use conventions of standard English when needed.
- b. Use digital, electronic, and other resources and tools to improve uses of language as needed.

EE.L.11.2- Demonstrate an understanding of conventions of standard English.

- a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.
- b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.L.11.3- Use language to achieve desired outcomes when communicating.

- a. Vary sentence structure using a variety of simple and compound sentence structures.

EE.L.11.4- Demonstrate knowledge of word meanings.

- a. Use context to determine the meaning of unknown words.
- b. Identify and use root words and the words that result when affixes are added or removed.
- c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

EE.L.11.5- Demonstrate understanding of word relationships and use.

- a. Interpret simple figures of speech encountered while reading or listening.

EE.L.11.6- Use general academic and domain-specific words and phrases across contexts.