

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

**Curriculum Strand One - Vocabulary: The students will apply their knowledge of word origins and of context clues to determine the meaning of new words encountered in reading materials and use those words accurately.**

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Vocabulary and Concept Development</i></p> <p>1.1 trace the etymology of significant terms used in political science and history. <b>(Emphasized in 11<sup>th</sup>.)</b></p> <p>1.2 apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. <b>(Emphasized in 12<sup>th</sup>.)</b></p>	<p>Can the students</p> <p>1.1</p> <ol style="list-style-type: none"> <li>1. understand the evolutionary nature of language?</li> <li>2. use resource materials to study etymology of significant terms in a variety of curricular areas?</li> </ol> <p>1.2</p> <ol style="list-style-type: none"> <li>1. recognize Greek, Latin and Anglo-Saxon roots and affixes?</li> </ol>	<p>The students will</p> <p>1.1</p> <ul style="list-style-type: none"> <li>• use a dictionary to research etymological meanings of political and historical vocabulary in <i>HLLA</i> 11<sup>th</sup>, pp. 105, 853-854.</li> <li>• use a dictionary to research etymological meanings of political and historical vocabulary in <i>HLLA</i> 12<sup>th</sup>, p. 906.</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>• analyze affixes to get at the meaning of a difficult word. Analyze prefixes to infer the meaning of scientific and mathematical terms in <i>HLLA</i> 11<sup>th</sup>, pp. 477-478, 663-664.</li> <li>• read and complete the practice exercises on scientific and mathematical words derived from Latin in <i>HLLA</i> 12<sup>th</sup>, pp. 377-378.</li> <li>• read, memorize, and apply roots using chart in <i>HLLA</i> 12<sup>th</sup>, pp. 1145-1146.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Benchmarks/Assessment
<p>The students will</p> <p>*1.3 discern the meaning of analogies encountered, analyzing specific comparisons, as well as relationships and inferences. <b>(Power Standard in 11<sup>th</sup>.)</b></p> <p><i>Elk Grove Unified School District's Additional Standards for 11<sup>th</sup>-12th Grade</i></p> <p>*1.4 distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words. <b>(Power Standard in 11<sup>th</sup>.)</b></p>	<p>Can the students</p> <p>1.3</p> <ol style="list-style-type: none"> <li>determine the relationship between words/pairs (e.g., cause-effect, effect-cause, grammatical, degree)?</li> </ol> <p>1.4</p> <ol style="list-style-type: none"> <li>distinguish between the dictionary definition of a word (denotation) and its implied meaning (connotation) in context?</li> <li>understand the emotional overtones of words (e.g., kill vs. slaughter, thin vs. skinny, house vs. home)?</li> </ol>	<p>The students will</p> <p>1.3</p> <ul style="list-style-type: none"> <li>complete the analogies practices, pp. 163-164 and practice test taking strategies in <i>HLLA 11<sup>th</sup></i>, pp. 714-715.</li> <li>analyze word analogies and complete practice analogies in <i>HLLA 12<sup>th</sup></i>, p. 1079.</li> </ul> <p>1.4</p> <ul style="list-style-type: none"> <li>categorize each word's connotation as positive, negative, or equal in <i>HLLA 11<sup>th</sup></i>, p. 853.</li> <li>identify connotations in <i>HLLA 12<sup>th</sup> Vocabulary Development</i>, p. 16.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis	Benchmarks/Assessment
<p>The students will</p> <p>*1.5 analyze context clues (e.g., example, comparison, punctuation, or grammar) to determine word meaning. <b>(Power Standard in 11<sup>th</sup> and 12<sup>th</sup>.)</b></p>	<p>Can the students</p> <p>1.5</p> <ol style="list-style-type: none"> <li>1. understand that parts of speech, sentence structure, and punctuation can serve as context clues?</li> </ol>	<p>The students will</p> <p>1.5</p> <ul style="list-style-type: none"> <li>• use context clues and complete sentences in <i>HLLA 11<sup>th</sup> Vocabulary Development</i>, p. 47.</li> <li>• read and complete the practice using context clues in <i>HLLA 12<sup>th</sup></i>, p. 608. Complete vocabulary word maps in <i>HLLA 12<sup>th</sup> Vocabulary Development</i>, p. 27 for <i>Rime of Ancient Mariner</i>, <i>HLLA 12<sup>th</sup></i>, pp. 581-602.</li> </ul>

**Curriculum Strand Two - Reading Comprehension (Focus on Informational Materials): The students will read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The students should read a variety of texts including magazines, newspapers, and on-line information.**

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.</p> <p><b>(Emphasized in both.)</b></p>	<p>Can the students</p> <p>2.1</p> <ol style="list-style-type: none"> <li>1. identify the differences among policy statements, speeches, debates, and platforms?</li> <li>2. identify rhetorical devices (e.g., propaganda, appeal to reason, authority, or emotion) in public documents?</li> </ol>	<p>The students will</p> <p>2.1</p> <ul style="list-style-type: none"> <li>• read “Speech to the Virginia Convention,” <i>HLLA 11<sup>th</sup> Interactive Reader</i>, pp. 55-61 and complete the chart on p. 61.</li> <li>• complete the exercises in <i>HLLA 12<sup>th</sup></i>, p. 498.</li> <li>• write an essay in which they compare and contrast the different text features of a speech as opposed to a debate.</li> <li>• read “From the Education of Women,” <i>HLLA 12<sup>th</sup> Interactive Reader</i>, pp. 155-158 and complete the chart on p. 159.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p><b>(Emphasized in both.)</b></p>	<p>Can the students</p> <p>2.2</p> <ol style="list-style-type: none"> <li>1. recognize and identify patterns of organization in informational text, including sequential, chronological, listing, descriptive, cause-effect, etc.?</li> <li>2. recognize hierarchical structures embedded in informational text and recognize and outline the text?</li> <li>3. recognize the repetition of the main ideas in the text?</li> <li>4. understand and identify various syntactical structures (e.g., coordination, subordination, apposition, and parallel structure)?</li> <li>5. identify words in the text which, because of their specific denotations or because of their connotative overtones, affect the meaning of the text?</li> </ol>	<p>The students will</p> <p>2.2</p> <ul style="list-style-type: none"> <li>• analyze chronological order from “A Narrative Of the Captivity,” <i>HLLA</i> 11<sup>th</sup>, pp. 36-43.</li> <li>• read and complete all work on “A Modest Proposal,” <i>HLLA</i> 12<sup>th</sup> <i>Interactive Reader</i>, pp. 125-140.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Benchmarks/Assessment
<p>The students will</p> <p>*2.3 verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. <b>(Power Standard—12<sup>th</sup> only.)</b></p> <p>*2.4 make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations. <b>(Power Standard in 11<sup>th</sup> and 12<sup>th</sup>.)</b></p>	<p>Can the students</p> <p>2.3</p> <ol style="list-style-type: none"> <li>1. successfully research information and cross-reference various sources either electronically or through traditional means?</li> <li>2. read and understand graphs, charts, tables, etc.?</li> <li>3. recognize different types of documents, such as contracts, memos, surveys, voter information, etc.?</li> </ol> <p>2.4</p> <ol style="list-style-type: none"> <li>1. identify the author’s arguments in an expository text?</li> <li>2. articulate a proposition/thesis defending or arguing against an author’s position?</li> <li>3. recognize and cite the support within the text (e.g., definitions, analogies, examples, etc.) that the author uses to develop arguments?</li> </ol>	<p>The students will</p> <p>2.3</p> <ul style="list-style-type: none"> <li>• read pp. 1135-1140 and complete the “Practice and Apply” exercises in <i>HLLA</i> 11<sup>th</sup>, pp. 1151-1152.</li> <li>• review persuasive documents and critique the persuasive document in <i>HLLA</i> 12<sup>th</sup>, pp. 1149-1150.</li> </ul> <p>2.4</p> <ul style="list-style-type: none"> <li>• write an essay in which they will make an assertion about one of the opinions Baldwin expresses in “Autobiographical Notes,” <i>HLLA</i> 11<sup>th</sup>, pp. 1015-1022.</li> <li>• summarize a philosophy and its validity in <i>HLLA</i> 12<sup>th</sup>, p. 498.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*2.5 analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject . <b>(Power Standard—12<sup>th</sup> only.)</b></p>	<p>Can the students</p> <p>2.5</p> <ol style="list-style-type: none"> <li>1. identify various forms of informational text that involve argumentation?</li> <li>2. recognize explicit philosophical assumptions presented in an informational text?</li> <li>3. comprehend implied arguments?</li> </ol>	<p>The students will</p> <p>2.5</p> <ul style="list-style-type: none"> <li>• read and analyze “Speech to the Virginia Convention,” <i>HLLA 11<sup>th</sup></i>, pp. 78-84. Complete the selection test in <i>HLLA 11<sup>th</sup> Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 29-36.</li> <li>• read and analyze the excerpt from “The Crisis,” <i>HLLA 11<sup>th</sup></i>, p. 85. Complete the selection test in <i>HLLA 11<sup>th</sup> Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 33-36.</li> <li>• compare political assumptions by answering questions 1-4 in <i>HLLA 12<sup>th</sup></i>, p. 335.</li> <li>• read Pope’s “Heroic Couplets,” <i>HLLA 12<sup>th</sup></i>, pp. 446-448 and complete the reading skills exercise on p. 446.</li> <li>• evaluate “An Essay on Man,” <i>HLLA 12<sup>th</sup></i>, pp. 449-450 and answer questions 6-7.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Expository Critique</i></p> <p>2.6 critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p><b>(Emphasized in 12<sup>th</sup> .)</b></p>	<p>Can the students</p> <p>2.6</p> <ol style="list-style-type: none"> <li>1. identify propaganda techniques, including (e.g., bandwagon, mudslinging, name calling)?</li> <li>2. recognize faulty reasoning (e.g., hasty generalizations, false premises, false analogies, etc.)?</li> <li>3. recognize that arguments are tailored to specific audiences which might be friendly, hostile, neutral, complacent, etc.?</li> <li>4. determine where the author’s argument anticipates and addresses reader concerns and counterclaims?</li> </ol>	<p>The students will</p> <p>2.6</p> <ul style="list-style-type: none"> <li>• answer interpretive questions 4-8 in <i>HLLA 12<sup>th</sup></i>, p. 852 about Churchill’s speech “Blood, Sweat, and Tears,” <i>HLLA 12<sup>th</sup></i>, pp. 850-851.</li> <li>• complete the literary response and analysis test in <i>HLLA 12<sup>th</sup>, Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 285-286.</li> </ul>

*Curriculum Strand Three - Literary Response and Analysis: The students will read and respond to historically, socially, or culturally significant works of literature. They conduct in-depth analyses of recurrent themes. The selections in Elk Grove Unified School District’s core, supplementary, and extended reading lists illustrate the quality and complexity of the materials to be read by students.*

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>All genres of literature are taught throughout the secondary level; however, the genres listed below are emphasized in eleventh and twelfth grade.</p> <p>The students will</p> <p><i>Structural Features of Literature</i></p> <p>3.1 analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. <b>(Emphasized in 11<sup>th</sup> .)</b></p>	<p>Can the students</p> <p>3.1</p> <p>1. identify and define the characteristics of the sub-genres (i.e., satire, parody, allegory, and pastoral)?</p>	<p>The students will</p> <p>3.1</p> <ul style="list-style-type: none"> <li>• read Hawthorne’s “Dr. Heidegger’s Experiment,” <i>HLLA 11<sup>th</sup></i>, pp.227-237 and complete the test in <i>Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 82-85. Read “The Minister’s Black Veil,” <i>HLLA 11<sup>th</sup></i>, pp. 238-250 and complete the test in <i>Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 86-89.</li> <li>• read “Rape of the Lock,” <i>HLLA 12<sup>th</sup></i>, pp. 453-459 and an excerpt from “Don Quixote,” <i>HLLA 12<sup>th</sup></i>, pp. 476-479, and compare satirical techniques in these two works. (See p. 480 in <i>HLLA 12<sup>th</sup></i>, Comparing Literature #8.)</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Benchmarks/Assessment
<p>The students will</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>*3.2 analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. <b>(Power Standard in 11<sup>th</sup> and 12<sup>th</sup>.)</b></p> <p>*3.3 analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. <b>(Power Standard in 11<sup>th</sup> and 12<sup>th</sup>.)</b></p>	<p>Can the students</p> <p>3.2</p> <ol style="list-style-type: none"> <li>1. define and articulate the theme of a literary work?</li> <li>2. select relevant text support?</li> </ol> <p>3.3</p> <ol style="list-style-type: none"> <li>1. identify particular characteristics of an author’s style (e.g., irony, tone, mood, and/or voice)?</li> </ol>	<p>The students will</p> <p>3.2</p> <ul style="list-style-type: none"> <li>• read excerpt from “Song of Myself, Number 52,” <i>HLLA 11<sup>th</sup></i>, pp. 319-320 and complete the test in <i>Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 117-119.</li> <li>• read the poem "Ulysses," <i>HLLA 12<sup>th</sup></i>, pp. 704-706 and complete the writing exercise “Not to Yield,” <i>HLLA 12<sup>th</sup></i>, p. 706.</li> </ul> <p>3.3</p> <ul style="list-style-type: none"> <li>• write an essay analyzing J.D. Salinger’s use of voice in <i>The Catcher in the Rye</i> to present Holden Caulfield as the epitome of the disillusioned, confused, adolescent American male.*</li> <li>• paraphrase Hamlet's "To be or not to be..." soliloquy from Act III, Scene i. Discuss: What is the tone of the soliloquy? How does the tone reflect Hamlet’s view of life and death?***</li> </ul> <p>*See the "General Scoring Guide" in the ELA 2000 Appendix. **See the "Paraphrase Scoring Guide" in the ELA 2000 Appendix.</p>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>3.4 analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. <b>(Emphasized in 11<sup>th</sup> .)</b></p> <p>*3.5 analyze recognized works of American literature representing a variety of genres and traditions:</p> <ol style="list-style-type: none"> <li>trace the development of American literature from the colonial period forward.</li> <li>contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.</li> <li>evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. <b>(Power Standard in 11<sup>th</sup> only.)</b></li> </ol>	<p>Can the students</p> <p>3.4</p> <ol style="list-style-type: none"> <li>identify imagery and figurative language in poetry?</li> </ol> <p>3.5</p> <ol style="list-style-type: none"> <li>identify a variety of cultural perspectives in literature?</li> <li>establish criteria for evaluating sociological and cultural influences that shape an author’s presentation of character, plot, and setting?</li> <li>establish criteria for evaluating sociological and cultural influences that shape an author’s presentation of character, plot, and setting?</li> </ol>	<p>The students will</p> <p>3.4</p> <ul style="list-style-type: none"> <li>complete “Interpretation” questions in <i>HLLA 11<sup>th</sup></i>, p. 341, for “The Soul Selects Her Own Society” and complete the selection test in <i>HLLA 11<sup>th</sup> Progress Assessment Reading, Vocabulary, and Literature</i>, p. 126-128.</li> <li>read “Ode to the West Wind,” <i>HLLA 12<sup>th</sup></i>, pp. 622-625 and chart the central images and their effects.</li> </ul> <p>3.5</p> <ul style="list-style-type: none"> <li>complete the charts in the <i>HLLA 11<sup>th</sup> Teacher’s Edition Interactive Reading: Comparison and Contrast</i>, p. 248; “Style”, p. 272; “Theme”, p.275; “Setting”, p. 278.</li> <li>identify and explain the various movements in American literature.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>3.6 analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>).</p> <p><b>(Emphasized in 12<sup>th</sup> .)</b></p>	<p>Can the students</p> <p>3.6</p> <ol style="list-style-type: none"> <li>1. define archetype?</li> <li>2. recognize archetypes in literature?</li> <li>3. recognize universal/archetypal symbols (e.g., river, light, etc.)?</li> <li>4. use their knowledge of archetypes to interpret a work of literature?</li> </ol>	<p>The students will</p> <p>3.6</p> <ul style="list-style-type: none"> <li>• write a short essay comparing and contrasting two literary heroes to the archetypal hero.</li> <li>• answer question #8 in <i>HLLA</i> 11<sup>th</sup>, p. 682 after reading “The Leader of the People,” pp. 668-682.</li> <li>• address question #9 in <i>HLLA</i> 11<sup>th</sup> p. 917 after reading “The Handsomest Drowned Man in the World,” pp. 911-917.</li> <li>• read “Sinbad,” <i>HLLA</i> 12<sup>th</sup>, pp. 178-184 and compare ancient archetypes found in “The Thousand and One Nights” with modern day monsters, making connections between past and present symbols. Answer “Interpretations” question #4, p. 184.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p>*3.7 analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> <li>a) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).</li> <li>b) relate literary works and authors to the major themes and issues of their eras.</li> <li>c) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</li> </ol> <p><b>(Power Standard—12<sup>th</sup> only.)</b></p>	<p>Can the students</p> <p>3.7</p> <ol style="list-style-type: none"> <li>1. identify major literary periods?</li> <li>2. identify the major literary forms, (e.g., essay, vignette, poetry, novel, short story, etc.) used in the literary periods studied?</li> <li>3. identify the characteristics of various literary periods?</li> <li>4. place various authors and works into an historical framework and identify the dominant characteristics of that period?</li> <li>5. establish criteria for evaluating sociological and cultural influences that shape an author’s presentation of character, plot, and setting?</li> </ol>	<p>The students will</p> <ul style="list-style-type: none"> <li>• read “What Do You Feel Underground?,” <i>HLLA</i> 11<sup>th</sup>, pp. 498-501 and complete Literary Response and Analysis questions in <i>HLLA</i> 11<sup>th</sup>, p. 501 and the selection test in <i>HLLA</i> 11<sup>th</sup> <i>Progress Assessment Reading, Vocabulary, and Literature</i>, pp. 175-177.</li> <li>• read “How Much Land Does a Man Need?” <i>HLLA</i> 12<sup>th</sup>, pp. 751-763 and write an essay exploring Tolstoy’s view of greed, land ownership, and materialism. See “Perils of Progress,” p. 763.</li> <li>• read “Lot’s Wife,” “I Am Not,” and “All the Unburied Ones,” <i>HLLA</i> 12<sup>th</sup>, pp. 982-986 and write a journal entry from the author’s perspective discussing the political, social, and historical aspects of the period. See “Writing: Through a Poet’s Eyes,” p. 986.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Literary Criticism</i></p> <p>*3.8 analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach) <b>(Power Standard—11<sup>th</sup> only.)</b></p> <p>*3.9 analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) <b>(Power Standard—12<sup>th</sup> only.)</b></p>	<p>Can the students</p> <p>3.8</p> <ol style="list-style-type: none"> <li>1. identify political assumptions in a literary work?</li> </ol> <p>3.9</p> <ol style="list-style-type: none"> <li>1. distinguish a philosophical argument from other types of arguments?</li> <li>2. determine an author’s position/bias?</li> <li>3. determine those characteristics which make characters credible?</li> </ol>	<p>The students will</p> <p>3.8</p> <ul style="list-style-type: none"> <li>• read an excerpt from <u>Narrative of the Life of Frederick Douglas</u>, <i>HLLA</i> 11<sup>th</sup>, pp. 398-403 and complete the Literary Response and Analysis in <i>HLLA</i> 11<sup>th</sup>, p. 404, #8.</li> </ul> <p>3.9</p> <ul style="list-style-type: none"> <li>• read “An Occurrence at Owl Creek Bridge,” <i>HLLA</i> 11<sup>th</sup>, pp. 422-430 and complete the Literary Response and Analysis in <i>HLLA</i> 11<sup>th</sup>, p. 431, #80.</li> <li>• read <u>Beowulf</u>, <i>HLLA</i> 12<sup>th</sup>, pp. 21-28, 33-38 and “The Anglo-Saxons 449-1066,” <i>HLLA</i> 12<sup>th</sup>, pp. 6-20, 29-32, 39-45 and complete “Interpretations,” p. 40, #8.</li> </ul>

# READING

# ENGLISH/LANGUAGE ARTS

# 11-12

**Curriculum Strand Four - Fluency: The program prepares students of all ages and levels of English development to become fluent readers by focusing on the various stages of the reading process.\*\***

Content Standard	Task Analysis/Prerequisite Knowledge	Suggested Benchmarks/Assessment
<p>The students will</p> <p><i>Elk Grove Unified School District's Additional Standards for 11<sup>th</sup>-12<sup>th</sup> Grade</i></p> <p>4.1 demonstrate the ability to read aloud with fluency. <b>(Emphasized in 11th.)</b></p>	<p>Can the students</p> <p>4.1</p> <p>1. read orally an excerpt from grade-level text?</p>	<p>The students will</p> <p>4.1</p> <ul style="list-style-type: none"><li>• read for one minute from a selected piece. The number of words read in one minute and number of errors will be recorded.</li></ul> <p><i>**Students reading at 160+ words per minute, with acceptable error rates, <u>are considered fluent.</u></i></p> <p>➤Note: Refer to ELA 2000 Appendix binder for a fluency rubric, a recording form, and information regarding fluency checks. See your department chair for Appendix.</p>

