

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Composition

GRADE: 11

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
TIMELINE: Semester 1			
<p>STRAND: WRITING Text Type and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. M a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. M b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. M c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. M d. Establish and maintain a formal style and objective tone while attending to norms and conventions of the discipline in which they are writing. M e. Provide a concluding statement or section that follows from and supports the argument presented. M</p>	<p>I can write an argument to support claims in the text, using valid reasoning and sufficient evidence.</p> <p>I can introduce precise, knowledgeable claims, establish the significance of claims, and distinguish my claims from opposing claims.</p> <p>I can create an organization that logically sequences claims and counterclaims, reasons and evidence</p> <p>I can develop claim(s) and counterclaims sequentially with relevant evidence and</p> <p>Point out strengths and limitations.</p> <p>I can anticipate audience's concerns, values and knowledge level and possible biases.</p> <p>I can use words, phrases and clauses to vary syntax to create cohesion and clarify relationships.</p> <p>I can establish and maintain a formal style and objective tone.</p> <p>I provide a concluding statement or section that flows from the presented argument.</p>	<p>Knowledge Comprehension Application Comprehension Analysis</p> <p>Analysis Synthesis</p> <p>Knowledge Application</p> <p>Application Synthesis</p> <p>Evaluation Application</p>	<p>Analogy Analysis Analyze Motivations Biases Cohesion Compare Concrete details Contrast Dialogue Evaluate ideas Extended definitions Formal tone Formatting Graphics Headings Literary Literary analysis Logical sequence Message Metaphor Multimedia Narrative techniques Pacing Persuasive Argument Persuasive essay Persuasive speech Point of view Problem Solution Reflection Relevant evidence Research Sensory language Simile Syntax Synthesize Transitions Values</p>

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<p>STRAND: WRITING Text Type and Purposes (continued) 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately throughout the effective selection, organization, and analysis of content. M a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. M b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. M c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. M d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing M f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) M</p>	<p>I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization and analysis of content.</p> <p>I can introduce a topic; organize complex ideas to make connections including formatting, graphics and multimedia.</p> <p>I can use well-chosen and relevant facts, definitions, detail and quotations or other examples to develop a topic.</p> <p>I can use appropriate, varied, transitions and syntax to create cohesion and clarify relationships.</p> <p>I can use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic.</p> <p>I can establish and maintain a formal and objective tone while attending to the conventions of the discipline.</p> <p>I can provide a concluding statement or section that supports the information presented.</p>	<p>Knowledge Analysis Application</p> <p>Knowledge Application Synthesize</p> <p>Application Analysis Synthesize</p> <p>Knowledge Application</p> <p>Application Synthesize</p> <p>Application Synthesize</p> <p>Application</p>	

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<p>STRAND: WRITING Text Type and Purposes (continued) 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. C a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experience or events. C b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters. C c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution). C d. Use precise words and phrases telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. C e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. C</p>	<p>I can write a realistic or imaginative narrative using effective techniques, details and event sequences.</p> <p>I can develop a significant problem, situation, or observation, establish a point, and introduce a narrator and/or characters. I can create a smooth progression of experiences or events. I can use dialogue, description, pacing, reflection and multiple plot lines to develop character and/or experiences. I can use a variety of techniques to sequence events to build toward a particular tone and outcome.</p> <p>I can use precise words and phrases and sensory language to convey a vivid picture of experiences, events, settings or characters. I can write a conclusion reflective of the resolution of the narrative.</p>	<p>Application</p> <p>Knowledge Application Synthesis Knowledge Comprehension Knowledge Comprehension</p> <p>Knowledge Analysis</p> <p>Application Synthesis</p> <p>Knowledge Application Analysis Synthesis</p>	
<p>Colorado SS: W.1a-e, W.2a-f, W.3a-e 1. Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner (such as reading the text from the perspective of the intended audience, seeking feedback from a reviewer) 2. Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices, and vague or confusing language</p>			

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<p>STRAND: WRITING Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) C</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) C</p>	<p>I can produce clear and coherent writing appropriate to the eleventh grade tasks, purposes and audiences.</p> <p>I can develop and strengthen my writing by planning, revising, editing and/or trying new approaches.</p> <p>I can focus on addressing what is most significant for a purpose and audience.</p>	<p>Analysis Application</p> <p>Application Analysis</p>	<p>Analysis Analytical Conclusion Critical review Editing Literary criticism Narrative Non-fiction Problem solution Problem-Solution Research Revision Rewriting Short Story</p>

Colorado SS: W.4, W.5

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<p>STRAND: LANGUAGE Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. M a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. M b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. M</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. M a. Observe hyphenation conventions. M b. Spell correctly. M</p>	<p>I can demonstrate proper usage of the conventions of standard English in speaking and writing.</p> <p>I can recognize that usage is a matter of convention and can change over time.</p> <p>I can consult relevant references as needed to resolve complex or contested usage.</p> <p>I can spell, capitalize and punctuate correctly.</p> <p>I can hyphenate correctly. I can spell correctly.</p>	<p>Knowledge Comprehension</p> <p>Application</p> <p>Evaluation</p> <p>Knowledge Comprehension</p> <p>Comprehension Application</p>	<p>Capitalization Convention Descriptive details Details Dialogue Emotional appeals Formatting dialogue Omit Parallelism Parenthetical citation Persuasion Predicate Prepositions Punctuating dialogue Punctuation Quotations Sentence Structure Subject Subject-Verb agreement Syntax Transitional expression Usage</p>
<p>Colorado SS: L.1a-b, L.2a-b</p> <p>1. Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing</p> <p>2. Use idioms correctly, particularly prepositions that follow verbs</p> <p>3. Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses)</p> <p>4. Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format</p> <p>5. Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience</p>			

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<p>STRAND: Language Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. C a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. C</p>	<p>I can apply the knowledge of language and how it functions in different contexts to make effective choices for meaning or style when reading or listening. I can vary sentence patterns (syntax). I can consult references when needed and apply understanding of syntax when reading.</p>	<p>Application Knowledge Comprehension Analysis</p>	<p>Clarify Context Clues Details Parallelism Realistic dialogue Rhetorical devices Sentence structure Sentence types Style Syntax</p>

Colorado SS: **L.3a**

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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<p>STRAND: Language Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. C</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. C</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. C</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). C</p>	<p>I can determine or clarify the meaning of unknown and multiple meaning words from a range of strategies.</p> <p>I can use context clues to determine the meaning of a word.</p> <p>I can identify and use patterns of word changes that indicate their meaning or parts of speech.</p> <p>I can consult reference materials to determine pronunciation, meaning, part of speech, etymology or standard usage of a word.</p> <p>I can use print and electronic reference materials to verify the meaning of a word or phrase.</p>	<p>Comprehension Application</p> <p>Knowledge Application</p> <p>Analysis Application</p> <p>Comprehension Evaluation</p> <p>Knowledge Comprehension</p>	<p>Affixes Alliteration Analogies Analogies Connotation Context Clues Denotation Etymologies Figurative Language Focus Research Greek Roots Hyperbole Idioms Inferred meaning Latin Prefixes Latin root words Latin Roots Metaphors Nuances Onomatopoeia Paradox Plan Research Political Words Reference materials Similes Word Meanings</p>
<p>Colorado SS: L.4a-d 8th grade i-Ready lessons: (4a and 4d): Determining Word Meaning from Context Clues; Using Greek and Latin Roots and Affixes (4b): Using Greek and Latin Roots and Affixes (4c): Determining Word Meaning from Context Clues</p>			

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<p>STRAND: Language Vocabulary Acquisition and Use (continued) 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. C</p> <p>b. Analyze nuances in the meaning of words with similar denotations. C</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. C</p>	<p>I can use figurative language in the writing process; this includes similes, metaphors, personification, idioms, alliteration, onomatopoeia, hyperbole, paradox.</p> <p>I can use figurative language in the writing process; this includes similes, metaphors, personification, idioms, alliteration, onomatopoeia, hyperbole, paradox.</p> <p>I can analyze nuances in the meaning of words with similar denotations (meanings).</p> <p>I can use grade appropriate vocabulary sufficient for reading, writing, speaking and listening at a level for college and career readiness.</p> <p>I can gather vocabulary knowledge when considering the importance of a word or phrase for comprehension or expression.</p>	<p>Application Analysis</p> <p>Knowledge Comprehension Analysis</p> <p>Knowledge Comprehension Analysis</p> <p>Knowledge Comprehension Analysis</p>	

Colorado SS: L.5a-b, L.6
8th grade i-Ready lessons:
(5a): Figurative Language and Allusions
(5b): Understanding Relationships Between Words
(6): Determining Word Meaning from Context Clues; Understanding Connotative Meanings; Understanding Relationships Between Words

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RESOURCES AND NOTES FOR SEMESTER 1

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TIMELINE: Semester 2

<p>STRAND: WRITING Production and Distribution of Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. C</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. C</p>	<p>I can use technology to produce, publish and update my own work and shared writing projects.</p> <p>I can conduct a sustained research project that answers a question or solves a problem. I can narrow or broaden an inquiry and synthesize multiple sources on the subject. I can demonstrate an understanding of the subject under investigation.</p>	<p>Knowledge Application</p> <p>Synthesis Application Evaluate</p>	<p>Argument Feedback Inquiry Internet Problem solving Publish Research Synthesize</p>
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Colorado SS: W.6, W.7

1. Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts
2. Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
3. Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
4. Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
5. Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

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<p>STRAND: WRITING Research To Build and Present Knowledge 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. C</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. C a. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”) C</p>	<p>I can find authoritative information from multiple print and digital sources and can assess the strengths and limitations of each source in terms of task, purpose, and audience. I can integrate information into text while maintaining the flow of ideas and avoiding plagiarism. I can follow a standard format for citation.</p> <p>I can use evidence from literary or informational texts to support analysis, reflection and research. I can research and support an analysis or reflection, with evidence from seminal U. S. documents at and 11th grade level.</p>	<p>Application Evaluate</p> <p>Comprehension Application Application Evaluation</p>	<p>Analysis Application Audience analysis Authoritative Citation Delineate Evidence Plagiarism Purpose Reasoning Reflection Research Task</p>
<p>Colorado SS: W.8, W.9a</p> <ol style="list-style-type: none"> 1. Evaluate and revise research questions for precision and clarity 2. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources 3. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) 4. Draw evidence from literary or informational texts to support analysis 5. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking 6. Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision 7. Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness) 8. Evaluate the reasoning of self and others for quality, strong-sense thinking 			

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Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. M	I can write for a range of time, tasks, purposes and audiences.	Application	
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Colorado SS: W.10

STRAND: LANGUAGE Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. C b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. C 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C a. Observe hyphenation conventions. C b. Spell correctly. C	I can demonstrate proper usage of the conventions of standard English in writing and speaking. I can recognize that usage can change over time and can be contested. I can consult relevant references as needed to resolve issues of contested usage. I can capitalize and punctuate correctly. I can hyphenate correctly. I can spell correctly.	Knowledge Comprehension Application Evaluation Analysis Knowledge Comprehension Comprehension Application	Capitalization Dialogue Formatting dialogue Parenthetical citation Prepositions Punctuating dialogue Punctuation Quotations Relevant references Subject-Verb agreement Transitional expressions Usage
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Colorado SS: L.1a-b, L.2a-b 1. Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing 2. Use idioms correctly, particularly prepositions that follow verbs 3. Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses 4. Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format 5. Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience
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<p>STRAND: LANGUAGE Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. C a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. C</p>	<p>I can apply knowledge of language to understand how language functions in different contexts in order to make better choices and comprehend more fully when reading and listening. I can apply an understanding of syntax in writing, speaking, listening and reading and consult references as needed.</p>	<p>Application Application</p>	<p>Descriptive details Details Effective voice Emotional appeals Formal language Informal language Omit Parallelism Persuasion Point of view</p>

Colorado SS: **L.3a**

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<p>STRAND: LANGUAGE Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. C a. Use context (e.g., the overall meaning of the sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. C b. Use context (e.g., the overall meaning of the sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. C c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. C e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). C</p>	<p>I can determine the meaning of unknown words and phrases based on grade eleven content. I can determine the meaning of multiple-meaning words. I can use context clues to determine the meaning of a word or phrase.</p> <p>I can identify and use patterns between words to better understand their meaning and part of speech.</p> <p>I can consult print and electronic reference materials to determine the meaning and pronunciation and standard usage of a word.</p> <p>I can use print or electronic reference materials to determine the meaning of a word or phrase.</p>	<p>Knowledge Comprehension Analysis</p> <p>Comprehension Application</p> <p>Knowledge Application</p> <p>Analysis Application</p> <p>Evaluation Comprehension</p>	<p>Affixes Alliteration Analogies Clarify Connotation Context Clues Denotation Details Etymologies Etymology Figurative language Focus research Greek roots Hyperbole Idioms Inferred meaning Latin Prefixes Latin Roots Latin roots Metaphors Onomatopoeia Paradox Parallelism Plan research Political Words Realistic dialogue Rhetorical devices Sentence structure Sentence types Similes Style Syntax Word meanings</p>

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<p>STRAND: LANGUAGE Vocabulary Acquisition and Use (continued) 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. C b. Analyze nuances in the meaning of words with similar denotations. C</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. C</p>	<p>I can demonstrate understanding of figurative language in the writing process; this includes similes, metaphors, personification, idioms, alliteration, onomatopoeia, hyperbole, paradox. I can interpret figures of speech and analyze their role in a text. I can find relationships between words to better understand them.</p> <p>I can acquire and use grade eleven appropriate vocabulary in reading, writing and listening at a college and career readiness.</p> <p>I can use resources to gather word knowledge when needing a word for comprehension and/or expression.</p>	<p>Knowledge Comprehension Application</p> <p>Analysis Application Knowledge Comprehension Analyze Application</p> <p>Analysis Application</p>	
<p>Colorado SS: L.4a-e, L.5a-b, L.6 8th grade i-Ready lessons: (4a and 4d): Determining Word Meaning from Context Clues; Using Greek and Latin Roots and Affixes (4b): Using Greek and Latin Roots and Affixes (4c): Determining Word Meaning from Context Clues (5a): Figurative Language and Allusions (5b): Understanding Relationships Between Words (6): Determining Word Meaning from Context Clues; Understanding Connotative Meanings; Understanding Relationships Between Words</p>			

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RESOURCES AND NOTES FOR SEMESTER 2: