

***Pike County School District
Standards Mastery Document***

11th - 12th Grade Reading and Writing
Revised 2019



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Standards Mastery Document - Revised 2019
11th-12th Grade Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Literature

KEY IDEAS AND DETAILS	
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of text says explicitly as well as inferences drawn from the text.
RL. 1-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
RL. 1-12.3	Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.
CRAFT	
RL. 1-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
RL. 1-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as it’s aesthetic impact.
RL. 1-12.6	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony, and understatement.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL. 1-12.7	Analyze diverse media interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
RL. 1-12.8	(Not applicable to literature)
RL. 1-12.9	Demonstrate knowledge for various time periods of how two or more texts from the same period treat similar themes or topics.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL. -12.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RL 11-12.1 Cite **relevant** and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ What textual evidence?➤ What is support within the text?➤ How do you draw inferences from a text?➤ What is ambiguity?➤ What is explicit evidence?➤ What is inferred evidence?	<ul style="list-style-type: none">➤ Recognize relevant and thorough textual evidence within the text➤ Draw inferences from various challenging texts	<ul style="list-style-type: none">➤ Explain inferences drawn from the text➤ Cite relevant and thorough textual evidence to support the text (explicit and inferred)

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Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase, and direct quotations to support conclusions drawn from the text.

Standard:RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ What is a theme?➤ What is a central idea?➤ What is a complex account?	<ul style="list-style-type: none">➤ Identify two or more themes or central ideas of a text➤ Explain how the themes or central ideas interact and build on one another to produce a complex account	<ul style="list-style-type: none">➤ Analyze how the text develops two or more central ideas or themes throughout a text➤ Interpret how the text supports the themes or central ideas to produce a complex account of the text

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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is setting? ➤ What is chronological order? ➤ What is flashback? ➤ What is flash-forward? ➤ What are flat, round, dynamic, and static characters? ➤ What motivates the characters? ➤ What is internal/external conflict? ➤ What is direct and indirect characterization? ➤ What is plot? ➤ What is theme? ➤ What is the difference between central (main) idea and theme? 	<ul style="list-style-type: none"> ➤ Identify key elements of a story or drama ➤ Identify key choices the author made that relate elements of the story ➤ Identify and discuss factors that influence characterization 	<ul style="list-style-type: none"> ➤ Explain how the author’s choices (setting, order of events, character change/ motivations/ interactions) relate the elements of a story or drama ➤ Analyze how the decisions the author made regarding setting, order of events, etc. impact the story

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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone **and on the text as a whole.**

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is diction? ➤ What is figurative language? ➤ What is connotation? ➤ What is tone? ➤ What is denotation? 	<p>Identify:</p> <ul style="list-style-type: none"> ➤ words and phrases ➤ figurative words and phrases ➤ connotative words and phrases ➤ words that impact meaning and tone 	<p>Determine the:</p> <ul style="list-style-type: none"> ➤ meanings of words and phrases ➤ figurative meanings of words and phrases ➤ connotative meanings of words and phrases as they are used in a text

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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is artistic appeal? ➤ Define: <ul style="list-style-type: none"> ➤ Parallel Plots ➤ Pacing ➤ Flashback ➤ Aesthetic Impact ➤ Historical Context ➤ Emotional Appeal ➤ Author's Style ➤ What are differing styles authors use? 	<ul style="list-style-type: none"> ➤ Identify the author’s specific style choices ➤ Identify aesthetic impact (e.g., historical context, emotional appeal, and artistic appeal) 	<ul style="list-style-type: none"> ➤ Analyze how the author’s choices contribute to the overall structure, meaning, and aesthetic impact

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Guiding Principle 6: Students will analyze how point of view, perspective, and purpose shape the content and style of a text.

Standard: RL.11-12.6 Analyze a particular author’s perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define: <ul style="list-style-type: none"> ➤ Denotation ➤ Connotation ➤ Literal Meaning ➤ Non-Literal Meaning ➤ Satire ➤ Sarcasm ➤ Irony ➤ Understatement ➤ Point of View 	<ul style="list-style-type: none"> ➤ Recognize: denotation/connotation and/or literal/non-literal meaning ➤ Identify examples, such as: <ul style="list-style-type: none"> ➤ satire ➤ sarcasm ➤ irony ➤ understatement from the text 	<ul style="list-style-type: none"> ➤ Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement) ➤ Using the non-literal interpretation, identify the author’s point of view ➤ Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text

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Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RL.11-12.7 Analyze **diverse media** interpretations of a story, drama or poem, evaluating how each version interprets the source text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are interpretations of text? ➤ What are the differences in live and recorded interpretations? ➤ How do artists interpret works differently? 	<ul style="list-style-type: none"> ➤ Define source text ➤ Identify two or more interpretations of text (story, drama, poem) 	<ul style="list-style-type: none"> ➤ Explain multiple interpretations: recorded/live play recorded novel ➤ recorded poetry of (story, drama, poem) analyzing how each interprets source text ➤ Evaluate how an artist chooses to interpret an entire work

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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance, and sufficiency.

Standard: RL.11-12.8_ (Not Applicable to Literature)

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
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Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches that the authors take.

Standard: RL.11-12.9 Demonstrate knowledge for various time periods of how two or more texts from the same period treat similar themes or topics.

Know : What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ What is historical context?➤ What is theme?➤ What is topic?	<ul style="list-style-type: none">➤ Identify the theme of multiple texts across the same time period	<ul style="list-style-type: none">➤ Compare universal themes between two texts of the same time period➤ Analyze the approaches the author takes to address the themes in each text

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Guiding Principle 10: Students will read, comprehend, and analyze complex literary texts independently and proficiently.

Standard: RL.11-12.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are key ideas? ➤ What are details? ➤ What is craft? ➤ What is structure? ➤ What does it mean to integrate knowledge and ideas? 	<ul style="list-style-type: none"> ➤ Identify/understand in literary text: ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 	<ul style="list-style-type: none"> ➤ Comprehend in literary text: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas at appropriate complexity as seen in standards 1–9, with scaffolding as needed

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RI:11-12.1 Cite **relevant** and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is ambiguity? ➤ How do we make inferences from text? 	<ul style="list-style-type: none"> ➤ Recognize relevant and thorough textual evidence within the text 	<ul style="list-style-type: none"> ➤ Identify the textual evidence that supports analysis of what the text says explicitly ➤ Explain inferences drawn from the text ➤ Interpret how the text uses ambiguity ➤ Cite strong and thorough textual evidence to support the text (explicit and inferred)

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Reading Informational Text

Guiding Principle 2: Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase, and direct quotations, to support conclusions drawn from the text.

Standard: RI:11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account.

<u>Know:</u> What content does the student need to know to demonstrate this standard?	<u>Do:</u> What skill must the student demonstrate?	<u>Mastery:</u> How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify central ideas and supporting details ➤ Know how to construct a proficient comparative essay, speech, etc. 	<ul style="list-style-type: none"> ➤ Identify central ideas of the text ➤ Identify specific details that support the development of central ideas ➤ Define complex analysis 	<ul style="list-style-type: none"> ➤ Analyze how two or more central ideas of a text interact and build on one another to provide a complex account ➤ Interpret how the text supports key ideas with specific details

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Reading Informational Text

Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RI:11-12.3 Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What makes a set of ideas complex? ➤ How do I identify complex ideas and events? 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ complex sets of ideas ➤ complex sequences of events 	<ul style="list-style-type: none"> ➤ Analyze a: <ul style="list-style-type: none"> ➤ complex set of ideas ➤ complex sequence of events ➤ Explain how specific, individual ideas and events interact and develop throughout a text

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Reading Informational Text

Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RI:11-12. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are the differences between connotative and denotative words? ➤ What is figurative language? ➤ How do I understand vocabulary using context clues? ➤ How do I find out the author's meaning for vocabulary usage? (e.g. mood, tone, informative, argumentative etc.) 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ figurative words and phrases ➤ connotative words and phrases ➤ technical words and phrases in a text ➤ Identify key terms in a text 	<ul style="list-style-type: none"> ➤ Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> ➤ figurative ➤ connotative ➤ technical meanings ➤ Analyze how an author uses and refines the meaning of a key term over the course of a text

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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

Standard: RI:11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How do students compare/contrast various textual structures? ➤ How can structure affect the author's purpose? 	<ul style="list-style-type: none"> ➤ Identify the structure of the exposition or argument ➤ Identify the points an author makes in an exposition or argument 	<ul style="list-style-type: none"> ➤ Based on the structure of the exposition or argument: ➤ evaluate whether or not the points are clear ➤ evaluate whether or not the points are convincing ➤ evaluate whether or not the points are engaging for the reader ➤ Analyze the overall effectiveness of the structure of the exposition or argument

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Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective, and purpose shape the content and style of a text.

Standard: RI:11-12.6 Determine an author’s point of view, **perspective, and** purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the **effectiveness** of the text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is point of view? ➤ How do we determine the text's point of view? ➤ What are rhetorical techniques? What are persuasive techniques? ➤ How can style influence text? ➤ What is the author’s perspective? How does this contribute to the effectiveness of the text? 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ rhetorical techniques ➤ persuasive techniques ➤ stylistic techniques ➤ Explain the author’s point of view or purpose 	<ul style="list-style-type: none"> ➤ Analyze how an author uses crafts and details to develop ideas ➤ Determine how the author uses rhetorical devices to influence the audience ➤ Analyze: <ul style="list-style-type: none"> ➤ how style and content support the point of view or purpose ➤ the effects of style and content as they contribute to the effectiveness of the text

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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI:11-12.7 Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are the different types of media? ➤ What purpose does the format of the media accomplish? ➤ How is media used in our daily lives? ➤ How is the same topic presented in different media formats? 	<ul style="list-style-type: none"> ➤ Identify various sources of information presented in diverse media and formats ➤ Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words 	<ul style="list-style-type: none"> ➤ Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to: <ul style="list-style-type: none"> ➤ address a question ➤ solve a problem ➤ Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to: <ul style="list-style-type: none"> ➤ address a question ➤ solve a problem

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Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevance, and sufficiency.

Standard: RI:11-12.8 : Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are validity, relevance and sufficiency? ➤ What are claims? ➤ What is evidence? ➤ What is a fallacy? ➤ What are some common fallacies? 	<ul style="list-style-type: none"> ➤ What is the validity, relevance, and sufficiency of an argument? ➤ Identify claims and evidence in a text and the effectiveness of the claims and evidence ➤ Identify fallacies in an argument 	<ul style="list-style-type: none"> ➤ Demonstrate a valid, relevant, and sufficient argument ➤ Demonstrate an effective claim and strong and effective claims and evidence in an argument ➤ Demonstrate an argument that is free of false statements and fallacious reasoning

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Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RI:11-12.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How do we recognize the author's approach and the purpose for that approach? ➤ How do we identify themes found in texts? ➤ How do we identify the purpose of a text? ➤ How do we identify the rhetorical features in a text? ➤ What makes a historical document significant? ➤ What literary devices enhance that significance? 	<ul style="list-style-type: none"> ➤ Identify the: <ul style="list-style-type: none"> ➤ theme ➤ purpose ➤ rhetorical features of documents of historical and literary significance 	<ul style="list-style-type: none"> ➤ Analyze the: <ul style="list-style-type: none"> ➤ theme ➤ purpose ➤ rhetoric of documents of historical and literary significance

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Reading Informational Text

Guiding Principle 10: Students will read and comprehend complex informational texts independently and proficiently.

Standard: RI:11-12.10 : By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

<p><i>Know:</i> What content does the student need to know to demonstrate this standard?</p> <p>How to independently identify key ideas and details in informational texts</p>	<p><i>Do:</i> What skill must the student demonstrate?</p> <ul style="list-style-type: none"> ➤ Identify/understand: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 	<p><i>Mastery:</i> How does the student demonstrate the learning of the standard?</p> <ul style="list-style-type: none"> ➤ Comprehend independently: <ul style="list-style-type: none"> ➤ key Ideas and details ➤ craft and structure ➤ integration of knowledge and ideas at appropriate complexity as seen in standards 1–9
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Composition

TEXT TYPES AND PURPOSES	
C.11-12.1	<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Develop claim(s) and opposing claims 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.</p> <p>d. 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 opposing claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. 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</p>
C.11-12.2	<p>Compose informative/explanatory texts to examine and/or convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. 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.</p>
C.11-12.3	<p>Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.</p>

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	<p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage and orient the reader by setting up 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 experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>d. 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.</p> <p>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.</p> <p>g. 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</p>
PRODUCTION AND DISTRIBUTION	
C.11-12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
C.11-12.5	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.11-12.6	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.
RANGE OF WRITING	
C.11-12.7	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes, and audiences.

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.11-12.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

b. 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.

c. Develop claim(s) and opposing claims 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.

d. 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 opposing claims.

e. Establish and maintain a task appropriate writing style.

f. Provide a concluding statement or section that follows from and supports the argument presented.

g. 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

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Recognize development, organizational patterns, style, task, purpose, and audience in writing ➤ Define and understand precise claims and counterclaims and their relationships ➤ Define and generate substantive topics or texts ➤ Recognize relevant and sufficient evidence ➤ Identify fair and unfair claims and counterclaims ➤ Recognize: <ul style="list-style-type: none"> ➤ transitional words, phrases, and clauses ➤ formal style and objective tone ➤ concluding statements or sections that support the argument presented ➤ Explain audience awareness, including knowledge level and concerns ➤ Identify norms and conventions of disciplines ➤ Identify common fallacies 	<ul style="list-style-type: none"> ➤ Analyze a substantive topic or text to determine if it is suitable for a written argument ➤ Determine method to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims ➤ Determine the relationships between claims and counterclaims ➤ Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ➤ Develop claims and counterclaims fairly ➤ Analyze the knowledge level and concerns of the rhetorical audience ➤ Evaluate strengths and limitations of claims and counterclaims ➤ Link major sections of the text and create cohesion using words, phrases, and clauses ➤ Clarify relationships among claims and reasons between reasons and evidence, and between claims and counterclaims using words, phrases, and clauses ➤ Develop formal writing style and objective tone while attending to the norms and 	<ul style="list-style-type: none"> ➤ Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: <ul style="list-style-type: none"> ➤ introduces precise claim(s) ➤ distinguishes claims from alternate or opposing claims ➤ creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ➤ develops claim(s) and counterclaims fairly, with evidence ➤ points out strengths and limitations of claims and counterclaims ➤ anticipates the audience's knowledge level and concerns ➤ uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationship ➤ establishes and maintains formal style and objective tone ➤ attends to the norms and conventions of the discipline ➤ provides a concluding statement that follows

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	<p>conventions of the discipline</p> <p>➤ Plan a concluding statement or section that follows from and supports the argument presented</p>	<p>from and supports the argument presented</p>
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content.

Standard: C.11-12.2 Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. 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.

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<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ Something ➤ complex ideas ➤ appropriate formatting ➤ supporting details ➤ effective transitions ➤ precise language ➤ domain specific language ➤ What is the appropriate format? ➤ What supporting details will convey and enhance this informative/explanatory writing? ➤ What are effective and relevant facts, definitions, and details? ➤ Various mediums used for communication ➤ Identify a conclusion for the topic that follows and supports the information or explanation presented. 	<p>➤ Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Determine organization of complex ideas ➤ Determine appropriate: <ul style="list-style-type: none"> ➤ Formatting ➤ Graphics ➤ Multimedia to aid comprehension ➤ Determine well chosen, relevant, sufficient: <ul style="list-style-type: none"> ➤ Facts ➤ definitions ➤ details ➤ quotations appropriate to the audience's knowledge of the topic ➤ Determine appropriate and varied transitions that: <ul style="list-style-type: none"> ➤ link sections ➤ create cohesion ➤ clarify relationships among complex ideas/concepts ➤ Evaluate word choice for managing complexity of tone ➤ Determine formal style and objective tone while attending to the norms and conventions of informative writing ➤ Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented 	<p>➤ Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Write informative/explanatory text which examines/ conveys complex ideas, concepts, and information, and demonstrates clear and accurate information ➤ Develop the topic with: <ul style="list-style-type: none"> ➤ well chosen, relevant, sufficient facts ➤ extended definitions ➤ concrete details, ➤ quotations ➤ other information ➤ Use precise language and domain-specific vocabulary to manage the complexity of the topic ➤ Develop examples appropriate to the audience's knowledge of the topic ➤ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ➤ Write an effective conclusion which reinforces the purpose and considers the knowledge and expertise level of the audience
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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Standard: C.11-12.3: Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up 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 experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. 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. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. 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.

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How do I distinguish points of view of different narrative types? ➤ How do I develop multiple plot lines in narratives? ➤ What are the variety of techniques to logically sequence and connect events? ➤ How I can I determine which events and experiences contribute to effective narrative writing? ➤ What is sensory language? ➤ What is descriptive language? ➤ What differentiates a narrative conclusion from other writing formats? 	<ul style="list-style-type: none"> ➤ Analyze multiple points of view of various narratives ➤ Analyze the use of multiple plot lines in narratives ➤ Use a variety of techniques to logically sequence and connect events ➤ Analyze the relationships among experiences and events ➤ Design an organized sequence of events with dialogue to develop experiences, events, and/or characters ➤ Use precise, descriptive, and sensory language to develop vivid of experiences, events, setting, characters ➤ Develop a conclusion that reflects on what is experienced, observed, or resolved in a narrative 	<ul style="list-style-type: none"> ➤ Write a narrative to develop real or imagined experiences or events that: engage the reader with a problem, situation, or observation and introduces a narrator and/or characters establishes multiple points of view ➤ Use techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters uses a variety of transitions to develop a coherent sequence of events ➤ Uses appropriate precise, descriptive, and sensory language ➤ Includes a reflective conclusion that flows from what is experienced, observed, or resolved ➤ Includes a conclusion that explicitly connects the writer’s relevance to the purpose

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Composition

Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are some appropriate mediums for sharing, publishing, and linking information? ➤ How do I appropriately cite my sources? 	<ul style="list-style-type: none"> ➤ Create a product to share digitally ➤ Share a product digitally ➤ Update an individual or shared product ➤ Practice documenting sources correctly using appropriate format (ex. MLA, APA, Chicago) 	<ul style="list-style-type: none"> ➤ Publish, edit, share, and update as needed a product that takes advantage of technology’s capacity to link and display information ➤ Document sources correctly using appropriate format (ex. MLA, APA, Chicago)

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Composition

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.11-12.5: 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How to identify reliable and unreliable sources ➤ Combine information from various sources ➤ Develop focused thesis statements 	<ul style="list-style-type: none"> ➤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ➤ Determine focus by considering what is most significant for a specific purpose and what is significant for a specific audience 	<ul style="list-style-type: none"> ➤ Create a sustained and focused research project that demonstrates understanding of the subject ➤ Utilize revision tools and peer conferencing ➤ Show change and growth through the use of multiple drafts and writing reflection

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Composition

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection, and research while avoiding plagiarism.

Standard: C.11-12.6: 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Know a variety of ways to use technology and the Internet to produce, update, and publish products ➤ Be able to recognize the credibility and accuracy of a source 	<ul style="list-style-type: none"> ➤ Evaluate feedback for value as new arguments or information ➤ Correctly integrate information while avoiding plagiarism 	<ul style="list-style-type: none"> ➤ Demonstrate use of technology, including the Internet, to produce and publish writing products ➤ Use technology, including the Internet, to respond to ongoing feedback by updating individual/shared products with new arguments and information ➤ Create a product that incorporates information into a text selectively, while avoiding plagiarism and overreliance on the source ➤ Follow a standard format for citation

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Composition

Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.

Standard: C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<p>➤ Identify the intended task, purpose, and audience of a writing</p>	<p>➤ Develop writings using the intended appropriate task, purpose, and audience</p>	<p>➤ Successfully create a writing using the intended correct task, purpose, and audience</p>

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Language

CONVENTIONS OF STANDARD ENGLISH	
L.11-12.1	<p>In both written and oral expression:</p> <ul style="list-style-type: none"> a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed
L.11-12.2	<p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
KNOWLEDGE OF LANGUAGE	
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
VOCABULARY ACQUISITION AND USE	
L.11-12.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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.
L.11-12.5	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.

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Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard: L.11-12.1 In both written and oral expression:

- a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Recognize that usage is a matter of convention, can change over time, and is sometimes contested ➤ Identify issues of complex or contested usage, consulting references as needed 	<ul style="list-style-type: none"> ➤ Demonstrate command of the conventions of standard English grammar and usage when writing ➤ Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested ➤ Understand issues of complex or contested usage, and the importance of consulting references as needed 	<ul style="list-style-type: none"> ➤ Demonstrate command of the conventions of standard English grammar and usage when speaking ➤ Resolve issues of complex or contested usage, consulting references as needed

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Language

Guiding Principle 2: Students will demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard: L.11-12.2 When writing:

a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

<i>Know: What content does the student need to know to demonstrate this standard?</i>	<i>Do: What skill must the student demonstrate?</i>	<i>Mastery: How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Know correct capitalization, punctuation, and spelling rules ➤ Recall and apply spelling rules ➤ Identify and correct misspelled words 	<ul style="list-style-type: none"> ➤ Apply correct capitalization, punctuation, and spelling when writing ➤ Apply spelling rules ➤ Identify and correct misspelled words 	<ul style="list-style-type: none"> ➤ Demonstrate a command of capitalization, punctuation, and spelling when writing

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Language

Guiding Principle 3: Students will 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.

Standard: L.11-12.3 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.

- a. Apply an understanding of syntax to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

<i>Know: What content does the student need to know to demonstrate this standard?</i>	<i>Do: What skill must the student demonstrate?</i>	<i>Mastery: How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Understand that language functions differently in different contexts ➤ Define style and study how language affects style ➤ Define syntax and consider the many aspects of syntax ➤ Study how syntax affects the meaning of a work 	<ul style="list-style-type: none"> ➤ Annotation of passages and discussion/explanation of how language functions in different contexts to show understanding ➤ Annotation of passages and discussion/explanation of style and syntax to show understanding of their purposes in writing 	<ul style="list-style-type: none"> ➤ Demonstrate purposeful choices of language and syntax to their own writing to effect style ➤ Demonstrate purposeful use of varied syntax to affect their own writing

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Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening in order to be transition ready.

Standard:L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How to use a dictionary and other specialized reference materials ➤ How to use context clues ➤ What are the differences in word changes? How do word changes affect the word? 	<ul style="list-style-type: none"> ➤ Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) ➤ Identify words and phrases that have multiple meanings ➤ Recognize patterns of word changes that indicate meaning or part of speech (e.g., conceive, conception, conceivable) ➤ Consult specialized and general print and digital reference materials to find: <ul style="list-style-type: none"> ➤ word pronunciation ➤ meaning ➤ part of speech ➤ standard usage 	<ul style="list-style-type: none"> ➤ 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 multiple meaning or unknown word or phrase ➤ Use patterns of word changes to determine meaning (e.g., conceive, conception, conceivable) ➤ Choose flexibly from a range of vocabulary strategies to determine or clarify the

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	<p>➤ Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	
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Language

Guiding Principle 5: Students will demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.11.12.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define figurative language, (e.g., hyperbole, paradox) ➤ Define denotation ➤ Define nuance 	<ul style="list-style-type: none"> ➤ Recognize figures of speech within the text ➤ Identify words with similar denotations ➤ Recognize nuances in the meaning of words with similar meanings 	<ul style="list-style-type: none"> ➤ Interpret figures of speech (e.g. hyperbole, paradox) ➤ Analyze the role of figurative language within the text ➤ Determine how figurative language impacts a text's purpose ➤ Analyze nuances in the meanings of words with similar denotations