



Parma High School

English IV (Grade 12)

Scope and Sequence

12th Grade	Instructional Vocabulary	BIG IDEA	Essential Question(s)	Text Theme	Reading Focus	Language/ Grammar/ Focus	Speaking and Listening Focus	Writing Focus
Unit 1 <u>Narrative</u>	Point of view, simile & metaphor, text structure, tone, context clues, purpose, descriptive language, sensory details, transitional words/phrases, phrases and clauses, simple/compound /complex/compo und-complex sentences, figurative language, inference, audience, textual evidence, word choice, rhetoric, genre	Facing Challenges and/or Conflicts	<i>What does it mean to be the hero of your own story?</i> <i>What makes stories worth telling?</i> <i>What is evil?</i> <i>What strengths and weaknesses contribute to who we are?</i>	<i>Beowulf</i> <i>Graphic Novel</i> <i>The Illiad</i> <i>Greek Mythology</i>	Narrative Text, & Poetry: Identify Evidence. Key Ideas & Details, Craft & Structure, Analyze, Synthesize Book Projects	* Grammar Bootcamp— 8 parts of speech, clauses, * Spelling * Vocab	Collaboration & Presentation Monster Project Presentation Shield Presentation	* Personal Narrative *Monster Project *Letters of Recommendation *Letters of Acknowledgement *Resumes * Revise, Edit, Publish

<p>Unit 2 <u>Expository/</u> <u>Literary</u> <u>Analysis</u></p>	<p>Coordinating adjectives, connotation, onomatopoeia, perspective, hyperbole, mood, idiom, imagery, alliteration, metaphor, thesis statement, transitional words/phrases. in-text and end-text citation</p>	<p>Informing Others</p>	<p><i>What code do you live by?</i> <i>Is chivalry dead?</i> <i>What does it mean to be an example for others? To lead by example?</i></p>	<p><i>Sir Gawain and the Green Knight</i> <i>The Canterbury Tales</i> <i>Le Morte D'Arthur</i></p>	<p>Informational Articles: Identify Evidence. Key Ideas & Details, Craft & Structure, Cause & Effect Book Projects</p>	<p>* * Spelling * Academic Vocabulary</p>	<p>Collaboration & Presentation</p>	<p>*Informational Essay: MLA format, *Senior Project * Revise, Edit, Publish *Narrative Tales/Creative Writing</p>
<p>Unit 3 <u>Research</u></p>	<p>Thesis statement, subheading, tone, perspective, anecdote, in-text citation and end-text citation, claim, extended definitions, MLA formatting</p>	<p>Investigation & Discovery/ Drawing Conclusions</p>	<p><i>What is your personal legend?</i> <i>How does society dictate our actions? Should it?</i></p>	<p>Novels: <i>The Alchemist</i> <i>Of Mice and Men</i></p>	<p>Informational Text & Novel: Identify Evidence. Key Ideas & Details, Craft & Structure Book Projects- nonfiction</p>	<p>* * Spelling * Academic Vocabulary</p>	<p>Collaboration & Presentation</p>	<p>*Research Paper * Revise, Edit, Publish *Argument Paper</p>
<p>Unit 4 <u>Argumentative</u></p>	<p>Argumentative text, data, statistics, point of view, claim, thesis statement, counterargument, rebuttal, in-text and end-text citation, connotation/denotation, misplaced modifiers, figures of speech</p>	<p>Effective Arguments</p>	<p><i>What does it mean to be civically responsible?</i> <i>What role do we take as a member of society?</i> <i>What does it mean to be ethical?</i></p>	<p>Elizabethan England Shakespeare: Macbeth <i>A Modest Proposal</i></p>	<p>Nonfiction & Literacy Nonfiction: Identify Evidence. Key Ideas & Details, Craft & Structure</p>	<p>* * Spelling * Academic Vocabulary</p>	<p>Collaboration & Presentation</p>	<p>*Proposal * Revise, Edit, Publish</p>

Overview and Standards

Semester One Overview:

English 12: During semester 1, English IV (Grade 12) will develop writing skills focused on narrative and expository forms as well as read literature showcasing an exploration of what constitutes heroes and monsters/good versus evil. Also included will be the use of textual evidence and metacognitive tasks linked to analysis and synthesis of various texts and writings.

Quarter One:

Idaho Core Standards (CCSS) Grouping

Writing: W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Reading: RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Theme: Essential Question

- What does it mean to be the hero of our own stories?

Possible Guiding Questions:

- How do important decisions impact a person's life?
- How do our thoughts and actions define us?
- What is good and what is evil? Who decides?
- What strengths do you possess? What weaknesses?
- How does knowing the audience and purpose contribute to effective writing?

Quarter 1 Focus Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or

RL. 11-12.2 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; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

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 analysis; provide an objective summary of the text.

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.

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 (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

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.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.6 Use technology, including the Internet, to produce,

contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

<p>structure and meaning as well as its aesthetic impact.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	<p>quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10 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.</p>	<p>L.11-12.6 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.</p>
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<p>Ongoing Standards:</p>			
<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>W.11-12.5 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.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 CCR text complexity band independently and proficiently.</p>	<p>L.11-12.4 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. a. Use context 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 (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify precise meaning, part of speech, etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.</p>

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Quarter Two:

Idaho Core Standards (CCSS) Grouping

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

Reading: RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 CCR text complexity band independently and proficiently.

Theme:

- Informing Others

Possible Guiding Questions:

- How does an author logically structure an informational essay?
- How does an author effectively explain a task or event to the reader?
- What is the purpose of providing in-text citations?
- What is the purpose of using multiple sources in an informative/expository essay?

Quarter 2 Focus Standards:

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics). b. Apply grades

<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>appropriate. (See grades 11–12 Language</p>	<p>whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>b. 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>c. 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>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>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]).</p>
<p>Ongoing Standards:</p>			

<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>W.11-12.5 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.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>L.11-12.4 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. a. Use context 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 (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify precise meaning, part of speech, etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.</p>
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Semester Two Overview:

English 12: During the course of Semester II, English IV will focus primarily in writing on the research and analysis skills necessary to complete research writing completed with MLA formatting as well as drafting proposals to be used in cross-curricular activities. The class will be reading non-fiction pieces, works, and articles in conjunction with these writings.

Quarter Three:

Idaho Core Standards (CCSS) Grouping

English: W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research./ W.11-12.7 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

Reading: RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Theme:

- Effective Arguments

Possible Guiding Questions:

- How do people express their opinions in meaningful ways?
- What is the purpose of supporting evidence when seeking to win an argument?
- What is the purpose of acknowledging opposing opinions?

Quarter 3 Focus Standards:

RL. 11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W.11-12.7 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

W.11-12.8 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

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
b. 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.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

	<p>ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>	<p>Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]†).</p>	
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Ongoing Standards:

	<p>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.</p> <p>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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information</p>		<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6 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.</p>
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presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Quarter Four:

Idaho Core Standards (CCSS) Grouping

English: W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence./ W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Theme:

- Investigation & Discovery/ Drawing Conclusions

Possible Guiding Questions:

- What are the causes and implications of genetic mutations?
- What is the purpose of using multiple sources in research writing?
- Why are in-text and end-text citations critical in research writing?

Quarter 4 Focus Standards:

RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

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

W.11-12.8 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 over reliance on any one source and

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	<p>reasons, and evidence. 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. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>following a standard format for citation.</p> <p>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 analysis; provide an objective summary of the text.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations)</p> <p>W.11-12.6 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.</p>	
Ongoing Standards:			
<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>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.</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p>W.11-12.6 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.</p>	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting</p>

	<p>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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>W.11-12.10 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.</p>	<p>references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
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