

## Grades Eleven and Twelve ELA / Literature

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></li> <li><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></li> <li><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></li> </ol>		
<b>Strand</b>	<i>Literature</i>	
<b>Topic</b>	<i>Key Ideas and Details</i>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>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.</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use textual evidence to support analysis of the text.</li> <li>I can distinguish between explicit and inferential citations.</li> <li>I can determine where the text leaves matters uncertain.</li> </ul> </li> <li><i>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.</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can provide an objective summary of the text.</li> <li>I can analyze how two or more themes or central ideas interact and build on one another.</li> </ul> </li> <li><i>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).</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify elements of a story or drama.</li> <li>I can analyze how the elements of a story or drama are developed and/or interrelated.</li> <li>I can analyze the impact of an author's choices in presenting elements</li> </ul> </li> </ol>		<b>Content Elaborations</b> <p>When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts, and feelings of characters to explore ideas and themes. Readers should further examine the purpose for the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and, ultimately, the theme.</p>

of a story or drama.	
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• complex characters</li> <li>• explicit</li> <li>• close reading</li> <li>• theme/central idea</li> <li>• summary</li> <li>• advanced</li> <li>• motivation</li> <li>• elements: <ul style="list-style-type: none"> <li>◦ plot</li> <li>◦ exposition</li> <li>◦ rising action</li> <li>◦ conflict <ul style="list-style-type: none"> <li>Internal/external</li> </ul> </li> <li>◦ climax</li> <li>◦ resolution</li> <li>◦ setting</li> <li>◦ symbolism</li> <li>◦ point of view <ul style="list-style-type: none"> <li>1st and 3rd person</li> </ul> </li> <li>◦ narrator <ul style="list-style-type: none"> <li>reliable</li> </ul> </li> <li>◦ characterization</li> <li>◦ dialogue</li> <li>◦ style <ul style="list-style-type: none"> <li>diction</li> <li>syntax</li> <li>figurative language</li> <li>irony</li> </ul> </li> <li>◦ tone</li> <li>◦ mood</li> </ul> </li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• textual evidence</li> <li>• analyze</li> <li>• cite</li> <li>• inference</li> <li>• objective</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>

Integrations	Intervention Strategies
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## Grades Eleven and Twelve ELA / Literature

<b>Anchor Standard</b> <b>4. 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.</b> <b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> <b>6. Assess how point of view or purpose shapes the content and style of a text.</b>		
<b>Strand</b>	<b>Literature</b>	
<b>Topic</b>	<b>Craft and Structure</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>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.)</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases, including words with multiple meanings, as they are used in a text.</li> <li>I can analyze how specific words and phrases influence meaning and tone and how using language in a new way creates an engaging overall effect.</li> </ul> <b>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 structure and meaning as well as its aesthetic impact.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine how an author structures specific parts of a text.</li> <li>I can analyze how an author's choice of structuring specific parts of a text affects the overall meaning.</li> <li>I can analyze how an author's choice of structure produces an aesthetic impact.</li> </ul> <b>6. Analyze a case in which grasping point of view requires distinguishing</b>		<b>Content Elaborations</b> <p>Analyzing the Craft and Structure of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas, and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone, and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study, and discuss literature with a focus on the total effect of an author's craft.</p>

<p><i>what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify an author's point of view.</li> <li>• I can recognize when an author uses irony, sarcasm, satire, or understatement to convey the author's intended meaning.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• satire</li> <li>• sarcasm</li> <li>• irony</li> <li>• understatement</li> <li>• point of view</li> </ul>	<p><b>Academic Vocabulary</b></p>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grades Eleven and Twelve ELA / Literature

<b>Anchor Standard</b> <b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b> <b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b> <b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>		
<b>Strand Literature</b>		
<b>Topic Integration of Knowledge and Ideas</b>		<b>Pacing</b>
<b>Standard Statement</b> <b>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.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify multiple interpretations of the same source text.</li> <li>I can analyze how authors interpret source text in different mediums.</li> <li>I can evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</li> </ul> <b>8. (Not applicable to literature)</b>  <b>9. 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>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify various foundational works of American literature from different time periods.</li> <li>I can analyze how authors of two or more texts from the same time period approach similar topics and themes.</li> <li>I can analyze how the point of view of an author affects his or her approach to a theme or topic found in a particular time period.</li> </ul>		<b>Content Elaborations</b>  The Integration of Knowledge and Ideas is important when examining key scenes or specific works. Exploring varying perspectives of the work such as historical accounts or any background knowledge can assist in determining the author's overall purpose. Understanding the interplay between text and context also can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference and summary.

<b>Content Vocabulary</b> <ul style="list-style-type: none"><li>• foundational text</li></ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"><li>• medium</li></ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Literature

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
<b>Strand Literature</b>	
<b>Topic</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can closely read grade level texts.</li> <li>I can use reading strategies, such as rereading, asking questions, taking notes, making inferences, visualizing, annotating, summarizing, paraphrasing, and others to help me understand complex text.</li> </ul>	<b>Content Elaborations</b> <p>The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> <li>Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</li> <li>Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)</li> <li>Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ol>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>complex text</li> <li>close reading</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>summarizing</li> <li>rereading</li> <li>inference</li> <li>annotating</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>



<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Informational Text

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></li> <li><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></li> <li><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></li> </ol>		
<b>Strand</b>	<i>Informational Text</i>	
<b>Topic</b>	<i>Key Ideas and Details</i>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>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.</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use textual evidence to support analysis of the text.</li> <li>I can distinguish between explicit and inferential citations.</li> <li>I can determine where the text leaves matters uncertain.</li> </ul> </li> <li><i>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.</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can provide an objective summary of the text.</li> <li>I can analyze how two or more central ideas interact and build on one another.</li> </ul> </li> <li><i>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.</i>   <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine a complex set of ideas or sequence of events from a text.</li> <li>I can analyze how specific individuals, ideas, and events interact and develop over the course of a text.</li> </ul> </li> </ol>		<b>Content Elaborations</b>  When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.

<b>Content Vocabulary</b>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• textual evidence</li> <li>• explicit citation</li> <li>• sequence</li> <li>• objective summary</li> <li>• author's structure</li> <li>• inference</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Informational Text

<b>Anchor Standard</b> <b>4. 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.</b> <b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> <b>6. Assess how point of view or purpose shapes the content and style of a text.</b>		
<b>Strand</b>	<b>Informational Text</b>	
<b>Topic</b>	<b>Craft and Structure</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>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).</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases as they are used in a text, including technical words.</li> <li>I can analyze how an author uses and refines the meaning of a key term(s) over the course of a text.</li> </ul> <b>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.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine how authors structure exposition or argument.</li> <li>I can evaluate the effectiveness (clear, convincing, engaging points) of the author's structural choices in relation to purpose and audience.</li> </ul> <b>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.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine an author's point of view and purpose for writing.</li> <li>I can identify and analyze effective uses of rhetoric.</li> </ul>		<b>Content Elaborations</b> <p>Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Authors select specific language (emotive, evocative, formal, and impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meaning of words and phrases found within the text is a tool by which readers can discover the meaning, effectiveness, tone, and purpose of a text.</p>

<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• logos</li> <li>• pathos</li> <li>• ethos</li> <li>• parallel structure</li> <li>• analogy</li> <li>• irony</li> <li>• allusion</li> <li>• imagery</li> <li>• figurative language</li> <li>• diction</li> <li>• syntax</li> <li>• structures: <ul style="list-style-type: none"> <li>◦ anecdote</li> <li>◦ cause and effect</li> <li>◦ chronological</li> <li>◦ compare and contrast</li> <li>◦ problem and solution</li> </ul> </li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• rhetoric</li> <li>• refine</li> <li>• exposition</li> <li>• technical vocabulary</li> <li>• inductive reasoning</li> <li>• deductive reasoning: <ul style="list-style-type: none"> <li>◦ syllogism</li> </ul> </li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Informational Text

<b>Anchor Standard</b> <b>7. <i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></b> <b>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></b> <b>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></b>		
<b>Strand    <i>Informational Text</i></b>		
<b>Topic    <i>Integration of Knowledge and Ideas</i></b>	<b>Pacing</b>	
<b>Standard Statement</b>  <b>7. <i>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.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can identify credible sources of information presented in different media formats as well as in words.</li> <li>• I can evaluate information and determine its effectiveness in assisting me in solving a problem or answering a question.</li> <li>• I can integrate effective information I have gathered to answer a question or solve a problem.</li> </ul> <b>8. <i>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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can close read seminal U.S. texts.</li> <li>• I can delineate reasoning in seminal U.S. texts.</li> <li>• I can evaluate reasoning in seminal U.S. texts.</li> <li>• I can delineate premises, purposes, and arguments found in works of public advocacy.</li> <li>• I can evaluate premises, purposes, and arguments found in works of public advocacy.</li> </ul>	<b>Content Elaborations</b>  The Integration of Knowledge and Ideas from informational text requires analysis and evaluation of critical themes and concepts from various perspectives. Critical reading of a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.	

<p><b>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify themes, purposes, and rhetorical features used in foundational U.S. documents.</li> <li>• I can analyze how themes are developed in foundational U.S. documents.</li> <li>• I can analyze the use of rhetorical features in foundational U.S. documents.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• rhetorical feature: see Content Vocabulary Craft and Structure</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• seminal U.S. texts</li> <li>• foundational U.S. texts</li> <li>• premises</li> <li>• delineate</li> <li>• argument</li> <li>• legal reasoning</li> <li>• public advocacy</li> <li>• integrate</li> <li>• constitutional principle</li> <li>• credible source</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• MIT What is Legal Reasoning? <a href="http://groups.csail.mit.edu/dig/TAMI/inprogress/LegalReasoning.html">http://groups.csail.mit.edu/dig/TAMI/inprogress/LegalReasoning.html</a></li> <li>• Foundational U.S. Documents <a href="http://www.ourdocuments.gov/print_friendly.php?page=milestone&amp;title=100+Milestone+Documents">http://www.ourdocuments.gov/print_friendly.php?page=milestone&amp;title=100+Milestone+Documents</a></li> </ul>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grades Eleven and Twelve ELA / Informational Text

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
<b>Strand</b> <i>Informational Text</i>	
<b>Topic</b> <i>Range of Reading and Level of Text Complexity</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can closely read grade-level literary nonfiction.</li> <li>• I can closely read literary nonfiction using reading strategies, such as rereading, asking questions, taking notes, making inferences, visualizing, paraphrasing, and making connections to help understand complex texts.</li> </ul>	<b>Content Elaborations</b>  The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish text complexity level, all three dimensions must be used together: <ol style="list-style-type: none"> <li>1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</li> <li>2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)</li> <li>3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ol>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>



## Grades Eleven and Twelve ELA / Writing

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></li> <li><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></li> </ol>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Text Types and Purposes</b>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><b><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can write a claim that contains a clear subject and a clear position.</li> <li>I can gather evidence that supports my claim.</li> <li>I can identify and rebut counterclaims.</li> <li>I can organize claims, counterclaims, and evidence into a logical</li> </ul> </li> </ol>		<b>Content Elaborations</b> <p>Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action, or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form, and genre.</p>

sequence that establishes the significance of the claims.

- I can use the most relevant evidence to thoroughly develop claims and counterclaims appropriate for my audience.
- I can create cohesive arguments using varied syntax and appropriate transitions.
- I can write in a formal, objective voice appropriate for the purpose.
- I can write an effective conclusion that captures the paper's focus and leaves a lasting impression on the reader.

**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.**

- 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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 (see Standard W.11-12.1b).
- 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 (see Standard W.11-12.1c).
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (see Standard W.11-12.1f).

**Learning Targets:**

- I can plan and organize my ideas to create a cohesive product.
- I can use appropriate formatting to integrate graphics and multimedia to strengthen my content.
- I can utilize content vocabulary appropriate for my topic and structure.
- I can incorporate comparative language (e.g., metaphor, simile, and analogy) to clarify complex information.
- I can write in a formal, objective voice appropriate for the purpose.

<p><b>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can engage the reader by introducing elements of exposition.</li> <li>• I can use narrative techniques to develop my story.</li> <li>• I can use transitional words or phrases to show relationships among events and experiences.</li> <li>• I can intentionally build tone with precise diction, syntax, and sequence.</li> <li>• I can use precise words and phrases, details, and sensory language to convey a vivid picture of my story.</li> <li>• I can write a conclusion that fits the purpose of my narrative.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• content area</li> <li>• exposition</li> <li>• transitions</li> <li>• narrative</li> <li>• voice (tone, diction, syntax, imagery, details)</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• claim</li> <li>• counterclaim</li> <li>• evidence</li> <li>• argument</li> <li>• informative</li> </ul>

<ul style="list-style-type: none"> <li>• style</li> <li>• metaphor</li> <li>• simile</li> <li>• analogy</li> <li>• cohesive</li> </ul>	<ul style="list-style-type: none"> <li>• objective</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Drafts</li> <li>• Exit slips</li> <li>• Outlines</li> <li>• Peer editing</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Final products</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Write Source</li> <li>• Common Core State Standards</li> <li>• Online Writing Lab at Purdue</li> <li>• CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Writing

Anchor Standard		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Strand Writing		
Topic	Production and Distribution of Writing	Pacing
Standard Statement		Content Elaborations
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually, and technologically. Effective writers make conscious, independent, and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.
Learning Targets:		
• I can identify the writing style (e.g., argument, informative/explanatory, narrative) that fits my task, purpose, and audience.		
• I can compose a clear and logical piece of writing that demonstrates my understanding of specific writing style.		
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grades 11-12 on page 55.)		
Learning Targets:		
• I can use prewriting strategies to develop my ideas.		
• I can apply multiple strategies to revise my writing.		
• I can proofread and edit my writing.		
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Learning Targets:		
• I can determine the most effective technology to produce, publish, and update my writing.		

<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• content area</li> <li>• exposition</li> <li>• transitions</li> <li>• narrative</li> <li>• voice (tone, diction, syntax, imagery, details)</li> <li>• style</li> <li>• metaphor</li> <li>• simile</li> <li>• analogy</li> <li>• cohesive</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• claim</li> <li>• counterclaim</li> <li>• evidence</li> <li>• argument</li> <li>• informative</li> <li>• objective</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Drafts</li> <li>• Exit slips</li> <li>• Outlines</li> <li>• Peer editing</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Final products</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Write Source</li> <li>• Common Core State Standards</li> <li>• Online Writing Lab at Purdue</li> <li>• CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Writing

<b>Anchor Standard</b> <b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b> <b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b> <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Research to Build and Present Knowledge</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>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.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can focus my research on a problem to be solved or on a central question that is provided or self-generated.</li> <li>I can synthesize information from a variety of sources.</li> <li>I can narrow or broaden my inquiry based on the information gathered.</li> <li>I can create a product that demonstrates understanding of the subject.</li> </ul> <b>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can evaluate the credibility, reliability, and validity of a source.</li> <li>I can gather relevant information from multiple sources using advanced searches.</li> <li>I can determine when to quote and how to integrate information into my text without overreliance on any one source.</li> </ul>		<b>Content Elaborations</b> <p>Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.</p>

<ul style="list-style-type: none"> <li>I can avoid plagiarism by using current MLA style to format my parenthetical citations and my Works Cited page.</li> </ul> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>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”).</p> <p>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. 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><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can identify textual evidence that supports my analysis, reflection, and/or research.</li> <li>I can compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>advanced search</li> <li>parenthetical citation</li> <li>reflection</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>synthesize</li> <li>analysis</li> <li>textual evidence</li> <li>central question</li> <li>inquiry</li> <li>credibility</li> <li>reliability</li> <li>validity</li> <li>plagiarism</li> <li>authoritative sources</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Prewrite</li> <li>Drafts</li> <li>Exit slips</li> <li>Outlines</li> <li>Peer editing</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Final products</li> </ul>



<b>Resources</b> <ul style="list-style-type: none"> <li>• Write Source</li> <li>• Common Core State Standards</li> <li>• Online Writing Lab at Purdue</li> <li>• CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Writing

<b>Anchor Standard</b> <b>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.</b>	
<b>Strand Writing</b>	
<b>Topic Range of Writing</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can practice writing over different time frames appropriate to the task, purpose, and audience.</li> </ul>	<b>Content Elaborations</b> <p>Effective writers build skills by producing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>stamina</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>task</li> <li>purpose</li> <li>audience</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Prewrite</li> <li>Drafts</li> <li>Exit slips</li> <li>Outlines</li> <li>Peer editing</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Final products</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Write Source</li> <li>Common Core State Standards</li> <li>Online Writing Lab at Purdue</li> <li>CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>

Integrations	Intervention Strategies
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## Grades Eleven and Twelve ELA / Speaking and Listening

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li><i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></li> <li><i>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i></li> </ol>		
<b>Strand</b> <i>Speaking and Listening</i>		
<b>Topic</b> <i>Comprehension and Collaboration</i>	<b>Pacing</b>	
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol> </li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can prepare questions and key points supported by textual evidence to contribute to a discussion.</li> <li>I can collaborate with peers to establish expectations for discussions.</li> <li>I can participate in a discussion by probing reasoning and evidence to</li> </ul>	<b>Content Elaborations</b> <p>The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings, and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.</p>	

<p>deepen understanding and to promote divergent and creative thinking.</p> <ul style="list-style-type: none"> <li>• I can synthesize comments, claims, and evidence and determine when additional information or research is required.</li> </ul> <p><b>2. <i>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.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can analyze information presented in diverse media and formats to inform my decisions and posit solutions.</li> <li>• I can evaluate credibility and accuracy of sources, noting any discrepancies among the data.</li> </ul> <p><b>3. <i>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.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can determine a speaker's point of view and explain his/her reasoning.</li> <li>• I can analyze how a speaker uses evidence and rhetoric to strengthen his/her point of view or purpose.</li> <li>• I can analyze the alignment of a speaker's nonverbal communication with his/her intended message.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• rhetoric</li> <li>• logical fallacy</li> <li>• point of view</li> <li>• distorted evidence</li> <li>• alignment</li> <li>• posit</li> <li>• divergent</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• credibility</li> <li>• accuracy</li> <li>• textual evidence</li> <li>• nonverbal communication</li> <li>• synthesize</li> <li>• analyze</li> <li>• evaluate</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Critique of peer performance</li> <li>• Discussion</li> <li>• Presentations</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Graded discussions/Socratic seminar</li> <li>• Formal presentations</li> <li>• Reflection</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>• Write Source</li> <li>• Common Core State Standards</li> <li>• Online Writing Lab at Purdue</li> <li>• CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Speaking and Listening

<b>Anchor Standard</b> <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> <b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b> <b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>		
<b>Strand</b> <i>Speaking and Listening</i>		
<b>Topic</b> <i>Presentation of Knowledge and Ideas</i>		<b>Pacing</b>
<b>Standard Statement</b>  <b>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can prepare a presentation that is organized and is appropriately developed for a variety of purposes, tasks, and audiences.</li> <li>I can deliver a clear, concise, and logical presentation with a distinct perspective.</li> </ul> <b>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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can effectively use media to strengthen and enhance presentations.</li> </ul> <b>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 language standards 1 and 3 on page 54 for specific expectations.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can adapt speech to a variety of contexts.</li> <li>I can compose and deliver a formal speech using appropriate language standards.</li> </ul>		<b>Content Elaborations</b>  The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience. Effective presentation considers alternative and opposing perspectives.

<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• fallacy</li> <li>• line of reasoning</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• purpose</li> <li>• task</li> <li>• audience</li> <li>• credibility</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Critique of peer performance</li> <li>• Discussion</li> <li>• Presentations</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Graded discussions/Socratic seminar</li> <li>• Formal presentations</li> <li>• Reflection</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Write Source</li> <li>• Common Core State Standards</li> <li>• Online Writing Lab at Purdue</li> <li>• CCSS Align/Assess/Achieve Flipbook</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>



## Grades Eleven and Twelve ELA / Language

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li><i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></li> </ol>	
<b>Strand</b> <i>Language</i>	
<b>Topic</b> <i>Conventions of Standard English</i>	<b>Pacing</b>
<b>Standard Statement</b>  <ol style="list-style-type: none"> <li><b><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></b> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can recognize that usage of standard English can evolve and be contested over time.</li> <li>I can use reference tools to resolve issues of complex or contested usage of standard English.</li> </ul> </li> <li><b><i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></b> <ol style="list-style-type: none"> <li>Observe conventions of capitalization.</li> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can capitalize correctly and appropriately.</li> <li>I can use hyphens appropriately and correctly.</li> <li>I can identify misspelled words and use resources to determine correct spelling.</li> </ul> </li> </ol>	<b>Content Elaborations</b>  <p>There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively, and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking, and listening.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>hyphen</li> <li>usage</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>standard English</li> <li>contested</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• OWL Purdue</li> <li>• Grammar.quickanddirtytips.com (Grammar Girl)</li> <li>• Oxford English Dictionary (online)</li> <li>• <i>Elements of Style</i> (Strunk and White)</li> <li>• Woe is I (O'Conner)</li> <li>• Eat, Shoots and Leaves (Lynne Truss)</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Language

<b>Anchor Standard</b> <b>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.</b>	
<b>Strand    Language</b>	
<b>Topic    Knowledge of Language</b>	<b>Pacing</b>
<b>Standard Statement</b>  <b>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.</b> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how syntax affects meaning.</li> <li>• I can use a variety of syntactic structures.</li> <li>• I can use reference materials to guide my understanding of syntax.</li> <li>• I can recognize that writers creatively use irregular and varied syntax for a variety of effects.</li> </ul>	<b>Content Elaborations</b>  Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style, and appropriately edit for clarity, interest, and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• syntax</li> <li>• diction</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• emphasis</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grades Eleven and Twelve ELA / Language

<b>Anchor Standard</b> <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b> <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>6. Acquire and use accurately a range of 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.</b>		
<b>Strand</b>	<b>Language</b>	
<b>Topic</b>	<b>Conventions of Standard English</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>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.</b> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine the meaning of a word using context clues.</li> <li>I can break down unfamiliar words into units of meaning, including affixes and roots, to infer contextual meaning.</li> <li>I can use reference materials to determine or verify the meaning (part of speech, etymology, standard usage) of an unknown word.</li> </ul>		<b>Content Elaborations</b>  There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively, and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking, and listening.

<p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify and define figurative language.</li> <li>• I can interpret figurative language and analyze its overall effect on the text.</li> <li>• I can recognize the difference between denotative and connotative meanings.</li> </ul> <p><b>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.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can intentionally build my vocabulary through reading, writing, speaking, and listening.</li> <li>• I can independently acquire vocabulary knowledge to understand (in reading and listening) and to express meaning (in speaking and writing).</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• etymology</li> <li>• denotative</li> <li>• connotative</li> <li>• affix</li> <li>• root word</li> <li>• prefix</li> <li>• suffix</li> <li>• figurative language</li> <li>• hyperbole</li> <li>• paradox</li> <li>• contextual</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• nuance</li> <li>• context</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Writing</li> </ul>

<ul style="list-style-type: none"> <li>• Writing</li> <li>• Exit slips</li> <li>• Quizzes</li> <li>• Small group work</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Presentations</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• Write Source</li> <li>• <a href="http://www.memrise.com">www.memrise.com</a></li> <li>• Vocabulary A-Z</li> <li>• Wordinfo.info</li> <li>• <a href="http://www.uefap.com">www.uefap.com</a></li> <li>• Visual Thesaurus</li> <li>• <a href="http://Vocabulary.com/lists/218701#view=notes">Vocabulary.com/lists/218701#view=notes</a></li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>