Understanding the Secondary ELA Curriculum Maps

The Utah State Core for English Language Arts is the basis for the Granite School District ELA Curriculum Maps. The Core recognizes that the content for English Language Arts differs from that of other content areas. The State Core Standards are the content. The materials - such as novels, primary documents, and organizers - are merely the vehicle (see Approved Materials below). Each teacher within Granite School District is expected to follow the curriculum maps. The areas below marked with an asterisk represent the science of teaching. Teachers need to follow these explicitly. The other areas listed on the map represent the art of teaching. Although it is expected that every class will include these elements, there is leeway for the teacher, departments, and networks to determine the specifics. The following explains the intent and application of each section of the map:

***Focus Standards**	English is an integrated curriculum. The purpose of the Focus Standards is not to limit integration but to focus on certain skills for mastery. By focusing on a limited number of standards for mastery each quarter, the Utah State Core can be covered by the end of the year. Focusing on specific standards will ensure that students moving from one school to the next will be mastering the same content/standard during the same quarter. The Focus Standards are expected to be followed by all teachers in the district.
***Content Objectives (I Can)**	These are the essential concepts/skills for the English Language Arts. All schools are expected to work with the same I Can statements. This will guarantee that students are mastering the same skills as they move from school to school and teachers will know what to expect from incoming students. The I Can statements will restate the core standard since the standard is the content.
***Key Concepts for Differentiation**	Marked with a key in the I Can column. **Definition:** In an effort to assist teachers in the process of differentiation in Tier I teaching, Key Concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. These concepts cover minimum, basic skills and knowledge every student must master. However, Key Concepts for Differentiation are not an alternative to the Utah Core Standards; rather they emphasize which concepts to prioritize for differentiation. **Note:** A discussion of interventions and extensions is located in the box on differentiation.
Language Objectives (Will Do)	This is how a student will demonstrate that he/she understands the concept. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students
***Academic Vocabulary**	These are terms pulled from the State Core that students must comprehend to master skills, discuss content, and pass tests. It is expected that the Academic Vocabulary be taught in all classes.
Assessment	In addition to state and district required assessments, teachers should use their art to determine appropriate means to monitor student progress and understanding. Formative assessments, such as checks for understanding, should be ongoing and constant. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.

Differentiation	"In Tier 1 instruction all students receive high quality, differentiated culturally responsive core academic and behavioral instruction through the general education program." (GSD MTSS Common Vocabulary) Differentiation in the secondary classroom includes both intervention and extension. Secondary ELA teachers are expected to differentiate for all students' needs. **Interventions** – Interventions are those supplemental procedures put in place to help the struggling student. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students. **Note**: The Keys for differentiation are only intended for those students who struggle the most. Interventions are intended for the larger group needing a variety of different learning experiences to meet all of the expected standards. **Extensions** – Extensions are adaptions made for the advanced learner. Advanced learners need differentiation in instruction to guarantee growth. It is expected that differentiation for these students meet individual needs. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.
***Approved Materials**	The choice of vehicle for teaching a skill is to be determined by the teacher, department, and/or network within the parameters of the approved materials. The Granite School District approved texts for secondary classes are: *Holt Elements of Literature* and *Holt Elements of Language* MYAccess! (Writing) Approved Novels List (Novels List) - All lengthy pieces of work used in either whole group or small group instruction, both fiction and non-fiction, must be approved through the designated process. Following is a statement from the board policy on novels: "Teacher Charge It is important to note that any lengthy work, fiction or non-fiction, used in whole group or small group (such as literary circles) **must** be from the Granite District Approved Novels List. In addition to only using novels from the approved list, teachers must also use their best judgment (considering lexile levels, interest levels, State Core standards, individual community standards and student need) in choosing materials from the approved list for their classes."

Notes:

Additional Resources: It is recognized that there are many great resources that can enhance teaching. Examples: Safari Montage, USOE Digital Textbooks, State Core Appendices, State Writing Rubrics, State Close Reading Rubrics, UEN performance tasks and lesson plans, the Teaching Channel, other

Exercise extreme caution when using sources not on the official Approved Materials list. It is the responsibility of the teacher to ensure that anything used in class or required of students is appropriate for the purpose, students, and community. Always read the material thoroughly before using them with students.

Teachers must also keep in mind that any lengthy piece of work from any source must first be on the novels list before being used in class or in small group.

Department and Network Alignment: Departments and networks are advised to align materials, such as novels, both at grade level and vertically, to avoid duplication and to keep communication open with departments and with feeder schools. It is also advisable for schools to create a reference guide for teachers that identify books, ideas, and resources available at the school.

Granite School District

12th Grade ELA - Utah State Core Standards Curriculum Map

FOCUS STANDARDS OVERVIEW - Refer to the Utah State Core Standards for complete standard and grade level expectation.

Qtr	Reading Literature	Reading Informational Text	Writing	Speaking/Listening	Language
1	RL.11-12.1 Cite textual evidence. RL.11-.12.2 Determine and analyze themes or central ideas. RL.11-12.3 Analyze author's choice RL.11-12.4 Determine and analyze meaning of words and phrases.	RI.11-12.1 Cite textual evidence. RI.11-12.2 Determine and analyze central ideas. RI.11-12.3 Analyze complex ideas. RI.11-12.4 Determine and analyze meaning of words and phrases.	**Review of Writing Process** W.11-12.4 Produce clear and coherent writing. W.11-12.5 Develop and strengthen writing for specific purposes. W.11-12.6 Use technology. W.11-12. 7. Conduct research. W.11- 12. 8. Gather relevant information. W.11-12.9 Draw evidence from texts. W.11-12.10 Write routinely.	SL.11-12.1 Initiate and Participate in discussions. SL.11-12.2 Integrate multiple sources of information	L.11-12.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing. L.11-12.4 Determine the meaning of words and phrases based on 11-12 reading.
2	RL.11-12.1 Cite textual evidence . RL.12.5 Analyze author's structure RL.11-12.6 Analyze point of view in satire, sarcasm, irony or understatement. RL.11-12.7 Analyze multiple interpretation of a work.	RI.11-12.1 Cite textual evidence. RI.12.4 Determine and analyze meaning of words and phrases RI.11-12.6 Determine author's point of view. RI.11-12.7 Integrate and evaluate sources of information.	**Argument Writing** W.11-12.1 Write arguments to support claims. W.11-12. 7 Conduct short and sustained research. W. 11-12. 8 Gather relevant information. W.11-12.9 Draw evidence from texts. W.11-12.10 Write routinely over extended time frames.	SL.11-12.2Integrate multiple sources of information SL.11-12.3 Delineate a speaker's argument and claims. SL.11-12.4 Present claims and findings. SL.11-12.5 Integrate multimedia into presentations.	L.11-12.1 Demonstrate command of standard English grammar and usage when writing or speaking. L.11-12.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing. L11-.12.3Apply knowledge of language in different contexts. L.12.4 Determine the meaning of words and phrases at grade level.
3	RL11-.12.1 Cite textual evidence. RL11-.12.6 Analyze point of view in satire, sarcasm, irony or understatement. RL11-.12.9 Demonstrate knowledge of foundational literature. RL.11-12.10 Read literature at the high end of the 11-CCR text complexity band.	RI.11-.12.4 Determine and analyze meaning of words and phrases RI.11-12.5 Analyze structure in argument. RI.11-12.8 Delineate reasoning in seminal documents. RI.11-12.9 Analyze foundational documents. RI.11-12.10 Read nonfiction at the high end of the 11-CCR text complexity band.	**Informational Writing** W. 11-12. 2 Write informative/explanatory texts. W.11-12. 7 Conduct short and sustained research. W. 11-12. 8 Gather relevant information. W.11-12.9 Draw evidence from texts. W.11-12.10 Write over extended time frames.	SL.11-12.4 Present claims and findings. SL.11-12.6 Adapt speech to a variety of contexts.	L.11-12.3 Apply knowledge of language in different contexts. L.11-12.6 Acquire and use academic words and phrases.
4	RL.11-12.1 Cite textual evidence. RL.11-12.2 Determine and analyze themes or central ideas. RL.11-12.3 Analyze author's choice RL.11-12.4 Determine and analyze meaning of words and phrases RL.11-12.5 Analyze author's structure. RL11-.12.9 Demonstrate knowledge of foundational literature.	RI.11-12.2 Determine and analyze central ideas. RI.11-12.3 Analyze complex ideas. RI.11-12.5 Analyze structure in argument	**Narrative Writing** W.11-12.3 Write narratives to develop real or imagined experiences or events. W.11-12.10 Write routinely over extended and shorter time frames for a range of tasks.	SL.11-12.1 Initiate and Participate in discussions. SL.11-12.5 Integrate multimedia into presentations. SL.11-12.6 Adapt speech to a variety of contexts.	L.11-12.1 Demonstrate command of standard English grammar and usage when writing or speaking. L.11-12.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing. L.11-12.3 Apply knowledge of language in different contexts. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in words.

QUARTER 1

Quarter 1 – Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
Reading Literature • 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. • 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.) **Reading Informational Text** • 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. • 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 de- fines *faction* in *Federalist* No. 10). **Writing - Review of writing process** • 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 for writing types are defined in standards 1–3 above.) • 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 61.) • 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. • 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 under- standing 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 ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • 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 (i.e., "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"). **W.11-12.9 continued on next page. . .**	**I can statements:** • I can cite strong and thorough textual evidence to support my spoken and written analysis. (RL1, RI1, W9, SL1) 🔑 *I can find the main ideas of a text, literary or informational. (RL2, RI2)* • I can comprehend and analyze the structure of a text (literary or informational). (RL3, RI3) • I can analyze the language used in a text for figurative and technical language. (RL4, RI4) 🔑 *I can follow the steps in the writing process to produce clear and coherent writing, develop and strengthen my writing through revision, and use technology to produce or publish my writing. (W4, W5, W6)* • I can analyze rhetorical elements such as task, audience, and purpose and recognize how each affects my writing. (W4) • I can conduct short, as well as sustained research projects by gathering and evaluating multiple, relevant sources (W7, W8)	**I will statements:** **Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.** Example: I will review the writing process and write an essay using the writing process. Example: Through close reading strategies, I will be able to interpret words and phrases. .	**Review** • Draft • Edit • Peer Review • Pre-write • Publish • Revise **Explicit** • Audience • Connotative • Context • Denotative • Figurative • Inference • Informational • Literary • Meaning • Purpose • Text structure • Theme • Tone

b. Apply *grades 11–12 Reading Standards* to literary nonfiction (i.e., "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]"). • 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. **Speaking/Listening** • SL.11-12.1 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 is- sues,* building on others' ideas and expressing their own clearly and persuasively. **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. **b. Work** with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **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. **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. • 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. **Language** For a scope and sequence of specific language items, click here. • 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.11-12.4 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 (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	• I can draw information from relevant literary or informational text to support my claim (W1, W9) • I can write in shorter time frames and conduct extended writing projects. (W10) • I can initiate and participate in a range of discussions. (SL1) • I can come to discussions prepared and can share the information I have prepared. (SL1) • I can integrate multiple sources of information in order to make informed decisions. (SL2) • I can use standard English in writing (Capitalization, punctuation, hyphenation, and spelling). (L2) 🔑 *I can, through use of context and reference materials, determine or clarify the meaning of unknown words. (L4)* • I can identify and correctly use patterns of word changes. (L4)		

Assessments	Interventions	Extensions
State and district mandated assessment. **Examples:** • SRI, Benchmarks, SAGE **Others as determined at classroom, department, and network level. Examples**: • Formative assessments determined by teacher • Formal paper with departmental rubric (Portfolio)	**Determined at classroom, department, and network level.** **Examples**: • Adjust length of required writing • Adjust vocabulary and text complexity • Word walls • Explicit teaching of Tier Two academic language • Cooperative learning • Teacher mentoring	**Determined at classroom, department, and network level.** **Examples**: • Adjust text complexity • Recommendation for honors placement • Departmental electives • Tutoring • Project-based learning • Cross-curricular project-based learning

For lesson design help, see Approved Materials and Additional Resources from page 2.

QUARTER 2

Quarter 2 – **Focus Standards (Essential Concepts)**	Content Objectives	Language Objectives	Academic Vocabulary
Reading Literature • 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. • RL.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 structure and meaning as well as its aesthetic impact. • 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.) **Reading Informational Text** • 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. • 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 de- fines *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, persuasive- ness, 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, quantitatively) as well as in words in order to address a question or solve a problem. **Writing- Argument Writing** • 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, 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. • 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 under- standing 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 ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • 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 (i.e., "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 (i.e., "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]").	**I can statements:** *I can cite strong and thorough textual evidence to support my spoken and written analysis (RL1, RI1)* • I can analyze a writer's choices to appreciate and evaluate the aesthetic impact and to recognize tone and point of view (RL5, RL6) • I can analyze and evaluate multiple interpretations of a story, drama, or poem (RL7) • I can determine the meaning of words and phrases in text including figurative, connotative and technical meanings. (RI4) • I can analyze how style and content contribute to the power, persuasiveness, or beauty of the text (RI6) • I can write arguments to support analysis by using precise and knowledgeable claims (W1) • I can develop claims and counterclaims fairly and thoroughly using words, phrases, and clauses in a formal and objective style (W1) • I can conduct short, as well as sustained research projects by gathering and evaluating multiple, relevant sources (W7, W8, RI7) • I can draw information from	**I will statements:** **Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.** Example: I will create a formal argument using argument conventions and sources as appropriate. Example: I will present written and oral arguments	**Review** • Bias • Claim • Counterclaim • Evidence • Plagiarism • Qualification • Reason • Warrant **Explicit** • Analysis • Credibility • Ethos • Evaluate • Integrate • Interpretations • Logos • Pathos • Point of View • Reflection • Rhetoric • Tone

Writing – Argument Writing - Continued • 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. **Speaking/Listening** • 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. • 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, 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. • 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. **Language** For a scope and sequence of specific language items, click here. • 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 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 L11-.12.3Apply knowledge of language in different contexts. • L.11-12.3 Apply knowledge of language to understand how language functions in different con- texts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • 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 (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	relevant literary or informational text to support my claim (W1, W9) *I can complete a formal essay of argument (W10)* • I can evaluate multiple sources of information presented in diverse formats and evaluate another speaker's argument (SL2, SL3) • I can present an argument orally, in a style that is appropriate to purpose and audience using digital media (SL4, SL5) • I can understand that usage can change over time and is sometimes contested (L1) • I can demonstrate a command of the conventions of standard English including capitalization, punctuation, and spelling when writing. (L2) *I can apply knowledge of language and vary syntax for effect of my own writing and recognize it in the texts of others (L3)* • I can use a variety of reference materials to resolve issues of complex or contested usage (L4)		

Assessments	Interventions	Extensions
State and district mandated assessment. **Examples:** • SRI, Benchmarks, SAGE **Others as determined at classroom, department, and network level. Examples**: • Formative assessments determined by teacher • Formal paper with departmental rubric	**Determined at classroom, department, and network level.** **Examples**: • Adjust length of required writing • Adjust vocabulary and text complexity • Explicit teaching of Tier Two academic language • Cooperative learning • Teacher mentoring	**Determined at classroom, department, and network level.** **Examples**: • Adjust text complexity • Recommendation for honors placement • Departmental electives • Project-based learning • Cross-curricular project-based learning

For lesson design help, see Approved Materials and Additional Resources from page 2.

QUARTER 3

Quarter 3 – Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
Reading Literature • RL11-.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. • RL11-.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). • RL11-.12.9 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. • RL.11-12.10 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. **Reading Informational 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 de- fines *faction* in *Federalist* No. 10). • RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her ex- position or argument, including whether the structure makes points clear, convincing, and engaging.. • RI.11-12.8 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). • RI.11-12.9 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. • 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. **Writing- Informational Writing** • 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 whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **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. **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. **d. Use** precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e. Establish** and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f. Provide** a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • 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 under- standing of the subject under investigation.	**I can statements:** • I can cite strong and thorough textual evidence to support my spoken and written analysis. (RL1) • I can understand the author's point of view by distinguishing the difference between what is being said and what is meant. (RL6) • I can compare two or more text from American foundational works for theme and topic. (RL9) • I can determine the meaning of words and phrases in text including figurative, connotative and technical meanings. (RI4) • I can analyze and evaluate text structure to determine if it is clear, convincing, and engaging. (RI5) • I can read and comprehend literature and informational text in the 11th-CCR band proficiently. (RL10, RI10) • I can evaluate the reasoning in U.S. seminal texts and recognize the themes, purposes and rhetorical features in such documents. (RI8, RI9) • I can write an informational paper to examine and convey complex ideas clearly and accurately. (W2)	**I will statements:** **Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.** Example: I will distinguish between informational and argument writing. Example: I will incorporate appropriate sources into informational text.	**Review** • Accuracy • Credibility • Evidence • Informational • Literary • Plagiarism • Relevant • Rhetoric **Explicit** • Advocacy • Argument • Content • Digital media • Premise • Purpose • Style

• 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 overreliance on any one source and following a standard format for citation. • 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 (i.e., "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 (i.e., "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]"). • 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. **Speaking/Listening** • 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, 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. • SL.11-12.6 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 61 for specific expectations.) **Language** For a scope and sequence of specific language items, click here. • L.11-12.3 Apply knowledge of language to understand how language functions in different con- texts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • 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.	*I can introduce and develop a topic thoroughly by using relevant facts, quotations, and appropriate transitions.(W2, W8)* • I can establish and maintain a formal style and objective tone and provide a concluding statement that supports the information presented. (W2) *I can complete a formal informational essay. (W10)* • I can present an argument orally, in a style that is appropriate to purpose and audience using digital media. (SL4) • I can present my information and demonstrate a command of formal English. (SL6) • I can apply knowledge of language and vary syntax for effect of my own writing and recognize it in the texts of others. (L3) *I can demonstrate independence in gathering vocabulary knowledge. (L6)*		

Assessments	Interventions	Extensions
State and district mandated assessment. Examples: • SRI, Benchmarks, SAGE **Others as determined at classroom, department, and network level. Examples**: • Formative assessments determined by teacher • Formal paper with departmental rubric	**Determined at classroom, department, and network level. Examples**: • Adjust length of required writing • Adjust vocabulary and text complexity • Explicit teaching of Tier Two academic language • Cooperative learning • Teacher mentoring	**Determined at classroom, department, and network level. Examples**: • Adjust text complexity • Recommendation for honors placement • Departmental electives • Project-based learning • Cross-curricular project-based learning

For lesson design help, see Approved Materials and Additional Resources from page 2.

QUARTER 4

Quarter 4 – Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
Reading Literature • 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. • 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 structure and meaning as well as its aesthetic impact. • RL11-.12.9 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. **Reading Informational Text** • 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.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her ex-position or argument, including whether the structure makes points clear, convincing, and engaging. **Writing -Narrative 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. **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. **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.11-12.10 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.	**I can statements:** • I can cite strong and thorough textual evidence to support my spoken and written analysis. (RL1, SL1) • I can find the main ideas of a text, literary or informational. (RL2, RI2) 🔑 *I can comprehend and analyze the structure of a text (literary or informational). (RL3, RI3, RI5)* • I can analyze the language used in a text for figurative and technical language. (RL4) • I can analyze a writer's choices to appreciate and to evaluate the aesthetic impact and to recognize tone and point of view. (RL5) • I can demonstrate knowledge of foundational works of European and world literature. (RL 9) • I can write narratives to develop real or imagined experiences using narrative techniques to engage the reader. (W3) • I can use a variety of techniques to sequence events and use precise words and sensory details to convey a vivid picture. (W3)	**I will statements:** **Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.** Example: I will compare and contrast foundational works of European and world literature. Example: I will write narrative with sensory details and a variety of narrative techniques. .	**Review** • Chronological • Connotative • Detail • Figurative • Inference • Narrative Voice • Sequence • Theme • **Explicit** • Genre • Irony • Sarcasm • Satire • Understatement • World -isms…(RL9)

Speaking/Listening • SL.11-12.1 **.** 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 is- sues,* building on others' ideas and expressing their own clearly and persuasively. **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. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **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. **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. • 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. • SL.11-12.6 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 61 for specific expectations.) **Language** For a scope and sequence of specific language items, click here. • 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 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 L11-.12.3Apply knowledge of language in different contexts. • L.11-12.3 Apply knowledge of language to understand how language functions in different con- texts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading • 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.	*I can complete a formal narrative. (W10)* • I can present information strategically using digital media to enhance understanding and add interest. (SL5) • I can demonstrate a command of formal English. (SL6) • I can demonstrate a command of standard English grammar and usage when writing or speaking. (L1) • I can demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2) • I can understand figurative language and nuances in word meanings in another's writing. (L5) *I can use figurative language and appropriate words (using connotation and denotation) to convey meaning.* (L5).		

Assessments	Interventions	Extensions
State and district mandated assessment. **Examples:** • SRI, Benchmarks, SAGE **Others as determined at classroom, department, and network level. Examples**: • Formative assessments determined by teacher • Formal paper with departmental rubric (Portfolio)	**Determined at classroom, department, and network level.** **Examples**: • Adjust length of required writing • Adjust vocabulary and text complexity • Word walls • Explicit teaching of Tier Two academic language • Cooperative learning • Teacher mentoring	**Determined at classroom, department, and network level.** **Examples**: • Adjust text complexity • Recommendation for honors placement • Departmental electives • Tutoring • Project-based learning • Cross-curricular project-based learning

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