Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	NJSLSA	Standard	Learning Targets	Assessments	Interdiscipli nary Connections	21st Century Connections
Unit 1:	What do	Effective	RI2:Determin	RI.11-12.2: Determine	Define central idea	Common	8.1.12.D.1	CRP1. Act as a
Beyond the	good readers	readers use a	e central ideas	two or more central ideas	Determine two or more	Assessments:	Demonstrate	responsible and
5	do?	variety of	or themes of a	of a text, and analyze	central ideas of a text.	<ul> <li>Summer Reading</li> </ul>	appropriate	contributing
Paragraph	Am I clear	strategies to	text and	their development and	Determine how two or	Quiz	application	citizen and
Essay / 4-6	about what I	make sense of	analyze their	how they interact to	more central ideas of a text		of copyright,	employee
Weeks	just read?	key ideas and	development;	provide a complex	interact and build on one	<b>Summative:</b>	fair use	CRP4.
	How do I	details	summarize the	analysis; provide an	another to develop a text	<ul> <li>Definition Paper*</li> </ul>	and/or	Communicate
	know?	presented in	key	objective summary of the	with complex meaning.	<ul> <li>Analysis of a</li> </ul>	Creative	clearly and
		text.	supporting	text.	Analyze how central ideas	variety of essays	Commons to	effectively and
	Why does		details and		develop over the course of	<ul> <li>Formal and</li> </ul>	an original	with reason.
	author's	Analyzing text	ideas.	RI.11-12.4: Determine	a text.	Informal Journal	work.	CRP6.
	word choice	for structure,		the meaning of words and	Compose an objective	Write		Demonstrate
	matter?	purpose and	RI4: Interpret	phrases as they are used	summary stating the key	<ul> <li>Tests and quizzes</li> </ul>		creativity and
	What makes	viewpoint	words and	in a text, including	points of the text without	<ul> <li>Visual Essay</li> </ul>		innovation.
	a story a	allows an	phrases as	figurative, connotative,	adding my own opinions or			
	"great"	effective reader	they are used	and technical meanings;	feelings.	Formative :		
	story?	to gain insight	in a text,	analyze how an author		<ul> <li>Textual</li> </ul>		
		and strengthen	including	uses and refines the	Define and identify various	Annotation		
	What do	understanding.	determining	meaning of a key term or	forms of figurative	exercise		
	good writers		technical,	terms over the course of a	language.	<ul> <li>Close reading of</li> </ul>		
	do?	Writing should	connotative,	text (e.g., how Madison	Distinguish between literal	a variety of		
	What's my	be purposely	and figurative	defines faction in	language and figurative	essays		
	purpose and	focused,	meanings, and	Federalist No. 10).	language.	<ul> <li>Analysis of a</li> </ul>		
	how do I	detailed,	analyze how		Recognize words that have	variety of essays		
	develop it?	organized, and	specific word	RI.11-12.6: Determine	technical meaning and	<ul> <li>Peer editing</li> </ul>		
		sequenced in a	choices shape	an author's point of view	understand their purpose in	<ul> <li>Discussion of</li> </ul>		
	Writing	way that	meaning or	or purpose in a text in	a specific test. Analyze how	texts in small		
	clearly:	clearly	tone.	which the rhetoric is	a key term or terms are	and large group		
	What makes	communicates		particularly effective,	used and refined over the	settings		
	a	the ideas to the	RI6: Assess	analyzing how style and	course of a text.	<ul> <li>Structure maps</li> </ul>		
	difference?	reader.	how point of	content contribute to the		<ul> <li>Outline of essay</li> </ul>		
	Final		view or	power, persuasiveness or	Define point of view as	<ul> <li>Formal and</li> </ul>		
	product:	Producing	purpose	beauty of the text.	how the author feels about	Informal Journal		
	What does it	clear ideas as a	shapes the		the situation /topic of a text.	Write		

take?	writer involves	content and	<b>RI.11-12.10:</b> By the end	Determine an author's point	<ul> <li>Guided reading</li> </ul>	
	selecting	style of a text.	of grade 12, read and	of view and explain his/her	questions	
What do	appropriate		comprehend literary	purpose for writing the text.	<ul> <li>Tests and</li> </ul>	
good	style and	RI10: Read	nonfiction at grade level	Define rhetoric.	quizzes	
researchers	structure for an	and	text-complexity or above.	Identify when an author	<ul> <li>Essay Drafting</li> </ul>	
do?	audience and	comprehend		uses rhetoric and analyze	<ul> <li>Defining</li> </ul>	
"Cut and	is strengthened	complex	<b>W.11-12.2.A:</b> Introduce a	how the rhetoric	abstract	
Paste:"	through	literary and	topic; organize complex	strengthens his/her point of	concepts (e.g.,	
What's the	revision and	informational	ideas, concepts, and	view or purpose.	pride,power,	
problem?	technology	texts	information so that each	Analyze how the author's	loyalty)	
		independently	new element builds on	style and content contribute	<ul> <li>Writing \thesis</li> </ul>	
Why write?	Effective	and	that which precedes it to	to the power,	statements-Open	
	research	proficiently	create a unified whole;	persuasiveness, or beauty	/Closed/embedd	
What makes	presents an	with	include formatting (e.g.,	of the text.	ed	
collaboratio	answer to a	scaffolding as	headings), graphics (e.g.,		<ul> <li>Visual Essay</li> </ul>	
n	question,	needed.	figures, tables), and	Recognize when the text is		
meaningful?	demonstrates		multimedia when useful	too easy or too difficult for		
Making	understanding	W2: Write	to aiding comprehension.	me.		
meaning	of the inquiry,	informative/ex	<b>W.11-12.2.B:</b> Develop	Determine reading		
from a	and properly	planatory texts	the topic thoroughly by	strategies that will help me		
variety of	cites	to examine	selecting the most	comprehend difficult texts.		
sources:	information	and convey	significant and relevant	Choose a topic and identify		
What will	from multiple	complex ideas	facts, extended	and select the most		
help?	sources.	and	definitions, concrete	significant and relevant		
		information	details, quotations, or	information to develop and		
What makes	Effective	clearly and	other information and	share with my audience.		
a	writers use a	accurately	examples appropriate to			
presentation	variety of	through the	the audience's knowledge	Identify the writing style		
"great"?	formats to	effective	of the topic.	that best fits my task.,		
"What I	communicate	selection,		purpose and audience.		
say" versus	ideas	organization,	<b>W.11-12.2.C:</b> Use	Use		
"how I say	appropriate for	and analysis	appropriate and varied	organizational/formatting		
it:", does it	the audience,	of content.	transitions and syntax to	structures to develop my		
really	task, and time	77/4 D 1	link the major sections of	writing ideas.		
matter?	frame.	W4: Produce	the text, create cohesion,	Compose a clear and		
3371 1		clear and	and clarify the	logical piece of writing that		
Why do	Comprehensio	coherent	relationships among	demonstrates my		
rules of	n is enhanced	writing in	complex ideas and	understanding of a specific		

language	through a	which the	concepts.	writing style.		
matter?	collaborative	development,	-			
Communicat	process of	organization,	<b>W.11-12.2.D:</b> Use	Define research and		
ing clearly:	sharing and	and style are	precise language,	distinguish how research		
What does it	evaluating	appropriate to	domain-specific	differs from other types of		
take?	ideas.	task, purpose,	vocabulary, and	writing.		
		and audience.	techniques such as	Focus my research around a		
When a	Presentation of		metaphor, simile, and	problem to be solved, a		
word	knowledge and	W7: Conduct	analogy to manage the	central question that is		
doesn't	ideas is	short as well	complexity of the topic.	provided, or a		
make sense,	enhanced	as more		self-generated question I		
what can I	through	sustained	<b>W.11-12.2.E:</b> Establish	have determined.		
do?	appropriate	research	and maintain a style and	Choose several sources.		
How do I	organization	projects,	tone appropriate to the	Determine if I need to		
use what I	and style for an	utilizing an	audience and purpose	narrow or broaden my		
know to	audience via	inquiry-based	(e.g. formal and objective	inquiry based on the		
figure out	the use of	research	for academic writing)	information gathered.		
what I don't	visual displays,	process, based	while attending to the	Create a research		
know?	technology,	on focused	norms and conventions of	paper/project to		
	and the	questions,	the discipline in which	demonstrate understanding		
	appropriate use	demonstrating	they are writing.	of the subject under		
	of language.	understanding		investigation.		
		of the subject	<b>W.11-12.2.F:</b> Provide a			
	Effective	under	concluding paragraph or	Determine the credibility of		
	communication	investigation.	section that supports the	a source by reviewing who		
	of ideas when		argument presented (e.g.,	wrote it, when it was		
	speaking or	W8: Gather	articulating implications	written and why it was		
	writing relies	relevant	or the significance of the	written.		
	on the	information	topic).	Assess the strengths and		
	appropriate use	from multiple		limitations of my sources to		
	of the	print and	<b>W.11-12.4:</b> Produce clear	determine those that are		
	conventions of	digital	and coherent writing in	most appropriate for my		
	language	sources,	which the development,	task, purpose and audience		
		assess the	organization, and style	avoiding overreliance on		
	Effective	credibility and	are appropriate to task,	any one source.		
	readers and	accuracy of	purpose, and audience.	Use advanced searches with		
	writers use	each source,		multiple and authoritative		
	knowledge of	and integrate	<b>W.11-12.7:</b> Conduct	print and /or digital sources		

the structure	the	short as well as more	effectively to gather		
and context of	information	sustained research	information needed to		
language to	while	projects to answer a	support my research.		
acquire, clarify,	avoiding	question (including a	Define plagiarism.		
and	plagiarism.	self-generated question)	Avoid plagiarism.		
appropriately	piagiarism.	or solve a problem;	Determine when to research		
use vocabulary.	<b>W9:</b> Draw	narrow or broaden the	data and facts must be		
use vocabulary.	evidence from	inquiry when appropriate;	quoted and integrate the		
	literary or	synthesize multiple	information into my text to		
	informational	sources on the subject,	maintain the flow of ideas.		
	texts to	demonstrating	Follow a standard format		
		_	for citation to create a		
	support	understanding of the			
	analysis,	subject under	bibliography that can be		
	reflection, and	investigation.	paraphrased or quoted.		
	research.	W 11 13 0. Cathan	Define tentral and dance		
	W110 W '1	<b>W.11-12.8:</b> Gather	Define textual evidence.		
	W10: Write	relevant information from	Determine textual evidence		
	routinely over	multiple authoritative	that supports my analysis,		
	extended time	print and digital sources,	reflection, and /or research.		
	frames (time	using advanced searches	Compose written responses		
	for research,	effectively; assess the	and include textual		
	reflection, and	strengths and limitations	evidence to strengthen my		
	revision) and	of each source in terms of	analysis, reflection, and /or		
	shorter time	the task, purpose, and	research.		
	frames (a	audience; integrate			
	single sitting	information into the text	Define textual evidence.		
	or a day or	selectively to maintain	Determine textual evidence		
	two) for a	the flow of ideas,	that supports my analysis,		
	range of tasks,	avoiding plagiarism and	reflection, and /or research.		
	purposes, and	overreliance on any one	Compose written responses		
	audiences.	source and following a	and include textual		
		standard format for	evidence to strengthen my		
	SL1: Prepare	citation. (MLA or APA	analysis, reflection, and /or		
	for and	Style Manuals).	research.		
	participate				
	effectively in	<b>W.11-12.9.B:</b> Apply	Review and/or research		
	a range of	grades 11–12 Reading	materials to be discussed		
	conversations	standards to literary	and determine key points		

	and	nonfiction (e.g.,	and/or central ideas.		
	collaborations	"Delineate and evaluate	Create questions and locate		
	with diverse	the reasoning in seminal	key textual evidence to		
			contribute to a discussion		
	partners,	texts, including the			
	building on	application of	on a given topic.		
	others' ideas	constitutional principles	Work with peers to define		
	and	and use of legal	the rules and roles		
	expressing	reasoning [e.g., in U.S.	necessary to promote civil		
	their own	Supreme Court Case	discussion and stimulate a		
	clearly and	majority opinions and	thoughtful well-reasoned		
	persuasively.	dissents] and the	exchange of ideas.		
		premises, purposes, and	Participate in discussion by		
	SL2: Integrate	arguments in works of	posing questions that		
	and evaluate	public advocacy [e.g.,	connect the ideas of several		
	information	The Federalist,	speakers, responding to		
	presented in	presidential addresses]".	questions, and elaborating		
	diverse media		on my own ideas and/or the		
	and formats,	<b>W.11-12.10:</b> Write	ideas of others to ensure a		
	including	routinely over extended	full range of positions on a		
	visually,	time frames (time for	topic or issue.		
	quantitatively,	research, reflection, and			
	and orally.	revision) and shorter time	Identify various purposes		
		frames (a single sitting or	for presenting information		
	<b>SL3:</b> Evaluate	a day or two) for a range	to a reader or audience.		
	a speaker's	of tasks, purposes.	Analyze the information		
	point of view,		presented in diverse media		
	reasoning, and	<b>SL.11-12.1.A.</b> Come to	and formats and integrate		
	use of	discussions prepared,	the information in order to		
	evidence and	having read and	make informed decisions		
	rhetoric.	researched material under	and solve problems		
		study; explicitly draw on	Evaluate the credibility and		
	SL4: Present	that preparation by	accuracy of various		
	information,	referring to evidence	presentations and note any		
	findings, and	from texts and other	discrepancies.		
	supporting	research on the topic or	r		
	evidence such	issue to stimulate a	Define viewpoint of the		
	that listeners	thoughtful, well reasoned	speaker about the		
	can follow the	exchange of ideas.	situation/topic being		
	can follow the	exchange of facus.	bituation/topic being		

	line of		presented.		
	reasoning and	SL.11-12.1.B.	Determine a speaker's		
	the	Collaborate with peers to	viewpoint and explain		
		promote civil, democratic	his/her reasoning.		
	organization,				
	development,	discussions and	Define rhetoric		
	and style are	decision-making, set	Identify when a speaker		
	appropriate to	clear goals and	uses evidence and /or		
	task, purpose,	assessments (e.g. student	rhetoric and analyze how		
	and audience.	developed rubrics), and	these techniques strengthen		
		establish individual roles	his/her viewpoint or		
	SL5: Make	as needed.	purpose.		
	strategic use		Assess the stance, premises,		
	of digital	<b>SL.11-12.2</b> . Integrate	links among ideas, word		
	media and	multiple sources of	choice, points of emphasis,		
	visual displays	information presented in	and tone used by the		
	of data to	diverse media or formats	speaker.		
	express	(e.g., visually,			
	information	quantitatively,	Present information,		
	and enhance	qualitatively, orally)	findings, and/or supporting		
	understanding	evaluating the credibility	evidence clearly, concisely,		
	of	and accuracy of each	and logically to convey a		
	presentations.	source.	clear and distinct		
			perspective.		
	SL6: Adapt	<b>SL.11-12.3</b> . Evaluate a	Present information in a		
	speech to a	speaker's point of view,	sequence that allows the		
	variety of	reasoning, and use of	listener to follow my line of		
	contexts and	evidence and rhetoric,	reasoning.		
	communicativ	assessing the stance,	Address alternative or		
	e tasks,	premises, links among	opposing perspectives in		
	demonstrating	ideas, word choice, points	my presentation.		
	command of	of emphasis, and tone	Prepare a presentation with		
	formal	used.	organization, development,		
	English when		substance, and style that are		
	indicated or	SL.11-12.4	appropriate to purpose,		
	appropriate.	Present information,	task, audience, and a range		
	прргорише.	findings and supporting	of formal and informal		
		evidence clearly,	tasks.		
		concisely, and logically.	usks.		
		conciscity, and logically.			

	L2:	The content,	Identify the parts of the		
	Demonstrate	organization,	presentation, including		
	command of		findings, reasoning, and		
		development, and style			
	the	are appropriate to task,	evidence, that could use		
	conventions of	purpose, and audience.	clarification, strengthening,		
	standard	~- 11 12 -	and /or additional interest.		
	English	SL.11-12.5.	Integrate appropriate digital		
	capitalization,	Make strategic use of	media in a strategic manner		
	punctuation,	digital media (e.g.,	to improve my		
	and spelling	textual, graphical, audio,	presentation.		
	when writing.	visual, and interactive			
		elements) in	Identify various reasons for		
	L4:	presentations to enhance	speaking.		
	Determine or	understanding of	Determine speaking tasks		
	clarify the	findings, reasoning, and	that require a formal		
	meaning of	evidence and to add	structure.		
	unknown and	interest.	Compose a formal speech		
	multiple-mean		that demonstrates a		
	ing words and	SL.11-12.6 Adapt speech	command of 11-12		
	phrases by	to a variety of contexts	language standards.		
	using context	and tasks, demonstrating			
	clues,	a command of formal	Determine when to		
	analyzing	English when indicated	capitalize words.		
	meaningful	or appropriate.	Apply common		
	word parts,	11 1	hyphenation conventions.		
	and consulting	L.11-12.2.A	Recognize that there are		
	general and	Observe hyphenation	many different rules		
	specialized	conventions.	concerning hyphens and		
	reference		use resources to assist in		
	materials, as	L.11-12.2.B: Spell	hyphenating correctly.		
	appropriate.	correctly.	Identify misspelled words		
	L. L L.	· · · · <del>· · · ·</del> · ·	and use resources to assist		
	L5:	<b>L.11-12.4.A:</b> Use context	me in spelling correctly.		
	Demonstrate	(e.g., the overall meaning	m sperming contents.		
	understanding	of a sentence, paragraph,	Infer the meaning of		
	of	or text; a word's position	unknown words using		
	relationships	or function in a sentence)	context clues.		
	and nuances	as a clue to the meaning	Recognize and define		
	and mances	as a crue to the meaning	recognize and define		

Unit 2:	What do	Effective	in word meanings.	of a word or phrase.  L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  L.11-12.4.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.  L.11-12.4.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).  L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.	common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.  Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.	Common	8.1.12.D.1	CRP1. Act as a
Developing	good readers	readers use a	closely to	cite strong and thorough	evidence.	Assessment:	Demonstrate	responsible and

Voice	do?	variety of	determine	textual evidence, (e.g.,	Define inference and	Textual	appropriate	contributing
	Am I clear	strategies to	what the text	via discussion, written	explain how a reader uses	Annotation	application	citizen and
	about what I	make sense of	says explicitly	response, etc.), to support	textual evidence to reach a		of copyright,	employee.
	just read?	key ideas and	and to make	analysis of what the text	logical conclusion.	<b>Summative:</b>	fair use	CRP2. Apply
	How do I	details	logical	says explicitly as well as	Read closely to find	<ul> <li>Classical</li> </ul>	and/or	appropriate
	know?	presented in	inferences and	inferentially, including	answers explicitly in the	Argument	Creative	academic and
		text.	relevant	determining where the	text and answers that	Essay*	Commons to	technical skills.
	Author's		connections	text leaves matters	require inference.	<ul> <li>Formal and</li> </ul>	an original	CRP4.
	choice: Why	Analyzing	from it; cite	uncertain.	Analyze an author's words	Informal	work.	Communicate
	does it	texts for	specific		and determine multiple	Journal Write		clearly and
	matter?	structure,	textual	RI.11-12.2 Determine	pieces of textual evidence	<ul><li>Tests and</li></ul>		effectively and
	What makes	purpose and	evidence	two or more central ideas	that strongly and	quizzes		with reason.
	a great	viewpoint	when writing	of a text, and analyze	thoroughly support both	<ul> <li>Visual Essay</li> </ul>		
	story?	allows an	or speaking to	their development and	explicit and inferential			
		effective reader	support	how they interact to	questions.	Formatives:		
	What do	to gain insight	conclusions	provide a complex	Determine places in the text	<ul> <li>Close reading of</li> </ul>		
	good writers	and strengthen	drawn from	analysis; provide an	that leave matters	a variety of		
	do?	understanding	the text.	objective summary of the	uncertain.	essays		
				text.		<ul><li>Analysis of a</li></ul>		
	Writing	Producing	RI2:		Define and explain the	variety of essays		
	clearly:	clear ideas as a	Determine	<b>RI.11.12.3</b> Analyze a	central idea in a piece of	<ul><li>Peer editing</li></ul>		
	What makes	writer involves	central ideas	complex set of ideas or	writing.	<ul><li>Discussion of</li></ul>		
	a	selecting	or themes of a	sequence of events and	Determine two or more	texts in small		
	difference?	appropriate	text and	explain how specific	central ideas of a text and	and large group		
	Final	style and	analyze their	individuals, ideas, or	explain how the ideas	settings		
	product:	structure for an	development;	events interact and	develop the complex	<ul><li>Outline of essay</li></ul>		
	What does it	audience and is	summarize the	develop over the course	meaning of a text.	<ul><li>Formal and</li></ul>		
	take?	strengthened	key	of the text.	Compose an objective	Informal Journal		
		through	supporting		summary of a text.	Write		
	What do	revision and	details and	RI.11-12.4 Determine the		• Structure maps		
	good	technology.	ideas.	meaning of words and	Determine how a complex	<ul><li>Guided reading</li></ul>		
	researchers			phrases as they are used	set of ideas develops within	questions)		
	do?	Effective	RI3: Analyze	in a text, including	a text.	• tests and quizzes		
	"Cut and	research	how and why	figurative, connotative,	Analyze how specific	• Essay Drafting		
	Paste:"	presents an	individuals,	and technical meanings;	elements of the text interact	<ul> <li>Developing</li> </ul>		
	What's the	answer to a	events, and	analyze how an author	to develop a complex set of	claims		
	problem?	question,	ideas develop	uses and refines the	ideas.	<ul> <li>Voice exercise</li> </ul>		
		demonstrates	and interact	meaning of a key term or		(who is this)		

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Why write?	understanding	over the	terms over the course of a	Define and identify various	cha	aracter?)	
	of the inquiry,	course of a	text (e.g., how Madison	forms of figurative	•	Practicing voice	
What makes	and properly	text.	defines faction in	language.	•	What is the	
collaboratio	cites		Federalist No. 10).	Analyze and explain the		rhetorical	
n	information	RI4: Interpret		impact of the use of various		device?	
meaningful?	from multiple	words and	RI.11-12.5 Analyze and	forms of figurative			
Making	sources	phrases as	evaluate the effectiveness	language.			
meaning	Effective	they are used	of the structure an author	Distinguish between literal			
from a	writers use a	in a text,	uses in his or her	and figurative language.			
variety of	variety of	including	exposition or argument,	Recognize the difference			
sources:	formats to	determining	including whether the	between denotative and			
What will	communicate	technical,	structure makes points	connotative meanings.			
help?	ideas	connotative,	clear, convincing, and	Analyze and explain when			
	appropriate for	and figurative	engaging.	the difference between			
Why do	the audience,	meanings, and		denotative and connotative			
rules of	task, and time	analyze how	RI.11-12.6 Determine an	meanings adds depth or			
language	frame.	specific word	author's point of view or	meaning to the text.			
matter?		choices shape	purpose in a text in which	Recognize and understand			
Communicat	Comprehensio	meaning or	the rhetoric is particularly	the purpose of words that			
ing clearly:	n is enhanced	tone.	effective, analyzing how	have technical meanings in			
What does it	through a		style and content	a specific text.			
take?	collaborative	RI5: Analyze	contribute to the power,	Analyze how key terms are			
	process of	the structure	persuasiveness or beauty	used and refined over the			
When a	sharing and	of texts,	of the text.	course of a text.			
word	evaluating	including how					
doesn't	ideas.	specific	RI.11-12.10 By the end	Determine how an author			
make sense,		sentences,	of grade 12, read and	chose to structure his/her			
what can I	Effective	paragraphs,	comprehend literary	exposition or argument.			
do?	readers and	and larger	nonfiction at grade level	Analyze the structure of an			
How do I	writers use	portions of the	text-complexity or above.	author's exposition or			
use what I	knowledge of	text (e.g., a		argument and evaluate			
know to	the structure	section,	W.11-12.1.A Introduce	whether the structure is			
figure out	and context of	chapter, scene,	precise, knowledgeable	effective.			
what I don't	language to	or stanza)	claim(s), establish the	Determine if an author's			
know?	acquire, clarify,	relate to each	significance of the	structure is effective in			
	and	other and the	claim(s), distinguish the	making his/her points clear,			
	appropriately	whole.	claim(s) from alternate or	convincing, and engaging.			
	use		opposing claims, and	Evaluate how an author's			

vocabulary	RI6: Assess	create an organization	choice of structure impacts		
	how point of	that logically sequences	his/her audience.		
	view or	claim(s), counterclaims,			
	purpose	reasons, and evidence.	Determine the author's		
	shapes the		point of view or purpose for		
	content and	<b>W.11-12.1.B</b> Develop	writing the text.		
	style of a text.	claim(s) and	Define rhetoric.		
	style of a text.	counterclaims avoiding	Identify when an author		
	RI10: Read	common logical fallacies	uses rhetoric and analyze		
	and	and using sound	how the rhetoric		
	comprehend	reasoning and	strengthens his/her purpose.		
	complex	thoroughly, supplying the	Analyze and explain how		
	literary and	most relevant evidence	the author's style and		
	informational	for each while pointing	content contribute to the		
	texts	out the strengths and	power, persuasiveness, or		
	independently	limitations of both in a	beauty of the text.		
	and	manner that anticipates			
	proficiently	the audience's knowledge	Recognize when the text I		
	with	level, concerns, values,	am reading is too easy or		
	scaffolding as	and possible biases.	too difficult for me.		
	needed.	•	Determine reading		
		<b>W.11-12.1.</b> C Use	strategies that will help me		
	W1: Write	transitions (e.g. words,	comprehend difficult texts.		
	arguments to	phrases, clauses) to link	_		
	support claims	the major sections of the	Analyze substantive topics		
	in an analysis	text, create cohesion, and	or texts to determine an		
	of substantive	clarify the relationships	argument that causes or has		
	topics or texts,	between claim(s) and	caused debate in society.		
	using valid	reasons, between reasons	Choose a side of an		
	reasoning and	and evidence, and	argument, identify precise,		
	relevant and	between claim(s) and	knowledgeable claims, and		
	sufficient	counterclaims.	establish the significance of		
	evidence.		the claim.		
		<b>W.11-12.1.D</b> Establish	Identify alternate or		
	W4: Produce	and maintain a style and	opposing claims that		
	clear and	tone appropriate to the	counter my argument.		
	coherent	audience and purpose	Organize claims,		
	writing in	(e.g. formal and objective	counterclaims, reasons, and		

which the for academic writing) evidence into a logical	
development, while attending to the sequence.	
organization, norms and conventions of Anticipate my audience's	
and style are the discipline in which knowledge level, concerns,	
appropriate to they are writing. values, and possible biases	
task, purpose, and develop claims and	
and audience. W.11-12.1.E Establish counterclaims by pointing	
and maintain a style and out the most relevant	
W7: Conduct tone appropriate to the strengths and limitations of	
short as well audience and purpose both.	
as more (e.g. formal and objective Present an argument in a	
sustained for academic writing) formal style and with an	
research while attending to the objective tone.	
projects, norms and conventions of Create cohesion and clarify	
utilizing an the discipline in which relationships among claims	
inquiry-based they are writing. and counterclaims using	
research transitions as well as varied	
process, based W.11-12.4 Produce clear syntax.	
on focused and coherent writing in Provide a concluding	
questions, which the development, statement/section that	
demonstrating organization, and style supports my argument.	
understanding are appropriate to task,	
of the subject purpose, and audience. Identify the writing style	
under that best fits the task,	
investigation.   W.11-12.7 Conduct short   purpose, and audience.	
as well as more sustained Use organizational/	
W8: Gather research projects to formatting structures to	
relevant answer a question develop writing ideas.	
information (including a Compose a clear and	
from multiple   self-generated question)   logical piece of writing that	
print and or solve a problem; demonstrates an	
digital narrow or broaden the understanding of a specific	
sources, inquiry when appropriate; writing style.	
assess the synthesize multiple	
credibility and sources on the subject, Define research and	
accuracy of demonstrating distinguish how research	
each source, understanding of the differs from other types of	

	the	investigation.	Focus research around a		
	information		problem to be solved, a		
	while	W.11-12.8 Gather	central question is		
	avoiding	relevant information from	provided, or a		
	plagiarism.	multiple authoritative	self-generated question.		
	1 0	print and digital sources,	Choose several sources and		
	<b>W9:</b> Draw	using advanced searches	synthesize information to		
	evidence from	effectively; assess the	answer a research inquiry.		
	literary or	strengths and limitations	Create a research		
	informational	of each source in terms of	paper/project to		
	texts to	the task, purpose, and	demonstrate understanding		
	support	audience; integrate	of a subject.		
	analysis,	information into the text	-		
	reflection, and	selectively to maintain	Determine the credibility of		
	research.	the flow of ideas,	a source.		
		avoiding plagiarism and	Assess the strengths and		
	W10: Write	overreliance on any one	limitations of a source to		
	routinely over	source and following a	determine those most		
	extended time	standard format for	appropriate to the task,		
	frames (time	citation. (MLA or APA	purpose, and audience,		
	for research,	Style Manuals).	while avoiding		
	reflection, and		over-reliance on any one		
	revision) and	<b>W.11-12.9.B</b> Apply	source.		
	shorter time	grades 11–12 Reading	Use advanced searches with		
	frames (a	standards to literary	multiple authoritative print		
	single sitting	nonfiction (e.g.,	and/or digital sources		
	or a day or	"Delineate and evaluate	effectively to gather		
	two) for a	the reasoning in seminal	information needed to		
	range of tasks,	texts, including the	support research.		
	purposes, and	application of	Avoid plagiarism.		
	audiences.	constitutional principles	Determine when research		
		and use of legal	data or facts must be quoted		
	SL1: Prepare	reasoning [e.g., in U.S.	and integrate the		
	for and	Supreme Court Case	information into my text to		
	participate	majority opinions and	maintain the flow of ideas.		
	effectively in	dissents] and the	Follow a standard citation		
	a range of	premises, purposes, and	format to create a		
	conversations	arguments in works of	bibliography for sources		

8	and	public advocacy [e.g.,	and to avoid plagiarism.		
	collaborations	The Federalist,	and to avoid plugianism.		
	with diverse	presidential addresses]").	Define textual evidence.		
	partners,	presidential addresses] ).	Determine textual evidence		
	building on	W.11-12.10 Write	that supports analysis,		
	others' ideas	routinely over extended	reflection, and/or research.		
	and	time frames (time for	Compose written responses		
	expressing	research, reflection, and	that include textual		
	their own	revision) and shorter time	evidence to strengthen my		
	clearly and	frames (a single sitting or	analysis, reflection, and/or		
	persuasively.	a day or two) for a range	research.		
	persuasivery.	of tasks, purposes.	research.		
	L2:	or tasks, purposes.	Determine a writing format/		
	Demonstrate	<b>SL.11-12.1.A</b> Come to	Determine a writing format/		
			style appropriate to task,		
	command of the	discussions prepared,	purpose, and audience.		
		having read and	Write for a variety of		
	conventions of	researched material under	reasons.		
	standard	study; explicitly draw on	Recognize that different		
	English	that preparation by	writing tasks require varied		
	capitalization,	referring to evidence	time frames to complete.		
	punctuation,	from texts and other			
	and spelling	research on the topic or	Review and/or research		
1	when writing.	issue to stimulate a	materials to be discussed		
		thoughtful, well reasoned	and determine key points		
	L4:	exchange of ideas.	and/or central ideas.		
	Determine or		Create questions and locate		
	clarify the	SL.11-12.1.B Collaborate	key textual evidence to		
	meaning of	with peers to promote	contribute to a discussion		
	unknown and	civil, democratic	on a given topic.		
r	multiple-mean	discussions and	Work with peers to define		
i	ing words and	decision-making, set	the rules and roles		
l i	phrases by	clear goals and	necessary to promote civil		
ι	using context	assessments (e.g. student	discussion and stimulate a		
	clues,	developed rubrics), and	thoughtful well-reasoned		
8	analyzing	establish individual roles	exchange of ideas.		
r	meaningful	as needed.	Participate in discussion by		
1	word parts,		posing questions that		
3	and consulting	<b>SL.11-12.1.</b> C Propel	connect the ideas of several		

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	general and	conversations by posing	speakers, responding to		
	specialized	and responding to	questions, and elaborating		
	reference	questions that probe	on my own ideas and/or the		
	materials, as	reasoning and evidence;	ideas of others to ensure a		
	appropriate.	ensure a hearing for a full	full range of positions on a		
		range of positions on a	topic or issue.		
	L5:	topic or issue; clarify,	Propel conversations by		
	Demonstrate	verify, or challenge ideas	clarifying, verifying, or		
	understanding	and conclusions; and	challenging ideas and		
	of word	promote divergent and	conclusions to promote		
	relationships	creative perspectives.	divergent and creative		
	and nuances		perspectives.		
	in word	<b>SL. 11-12.1.D</b> Respond	Respond thoughtfully to		
	meanings.	thoughtfully to diverse	diverse perspectives;		
		perspectives; synthesize	synthesize comments,		
		comments, claims, and	claims, and evidence;		
		evidence made on all	resolve contradictions when		
		sides of an issue; resolve	possible; and determine		
		contradictions when	when additional		
		possible; and determine	information or research is		
		what additional	required.		
		information or research is			
		required to deepen the	Determine when to		
		investigation or complete	capitalize words.		
		the task.	Apply common		
			hyphenation conventions.		
		<b>L.11-12.2.A</b> Observe	Recognize that there are		
		hyphenation conventions.	many different rules		
			concerning hyphens and		
		L.11-12.2.B Spell	use resources to assist in		
		correctly.	hyphenating correctly.		
		-	Identify misspelled words		
		<b>L.11-12.4.A</b> Use context	and use resources to assist		
		(e.g., the overall meaning	me in spelling correctly.		
		of a sentence, paragraph,			
			Infer the meaning of		
		or function in a sentence)	unknown words using		
		as a clue to the meaning	context clues.		
		hyphenation conventions.  L.11-12.2.B Spell correctly.  L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)	many different rules concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.  Infer the meaning of unknown words using		

	of a word or phrase.	Recognize and define		
		common affixes and roots.		
	L.11-12.4.B Identify and	Break words into units to		
	correctly use patterns of	infer their meaning.		
	word changes that	Use patterns of word		
	indicate different	changes to determine a		
	meanings or parts of	work's meaning or part of		
	speech (e.g., conceive,	speech.		
	conception, conceivable).	Verify inferences of		
		meaning, part of speech,		
	L.11-12.4.C Consult	etymology and/or standard		
	general and specialized	usage by consulting		
	reference materials (e.g.,	reference books.		
	dictionaries, glossaries,			
	thesauruses), both print	Recognize different		
	and digital, to find the	denotative meanings.		
	pronunciation of a word	Analyze how certain words		
	or determine or clarify its	and phrases have similar		
	precise meaning, its part	denotations can carry		
	of speech, its etymology,	different nuances.		
	or its standard usage.			
	<b>L.11-12.4.D</b> 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>L.11-12.5.B</b> Analyze			
	nuances in the meaning			
	of words with similar			
	denotations.			

				English IV	/ Honors			
Unit 3: Evaluative Thinking / 4-6 Weeks	do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	RI2: Determine central ideas or themes of a text and analyze their development; summarize the key	RI.11-12.2  Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	Define central idea Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning Analyze how central ideas	Common Assessment:  Reading comprehension informational text.  Summative: In-class essay	6.1.12.D.16. b Explain how and why technology is transforming access to education	CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and
	Author's choice: Why does it matter? What makes a great story? What do good writers do? In what ways does creative choice impact an audience? Whose story is it, and why does it matter? What do good readers do? Am I clear about what I just read?	Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.  To gain keener insight into the integration of knowledge and ideas effective readers analyze and evaluate content, reasoning, and claims in diverse formats.  Effective readers use a variety; of strategies to	supporting details and ideas.  RI3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  RI6: Assess how point of view or purpose shapes the content and style of a text.  RI7: Integrate and evaluate content presented in diverse media and formats, including	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.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or	develop over the course of a text.  Compose an objective summary stating the key points of the text without adding my own opinions or feelings.  Determine how a complex set of ideas develops within a text.  Analyze how specific elements of the text interact to develop a complex set of ideas.  Determine the author's point of view or purpose for writing the text.  Define rhetoric.  Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her purpose.  Analyze and explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.	Evaluation*  Formal and Informal Journal Write  Tests and quizzes  Visual Essay  Formatives:  Close reading of a variety of essays  Analysis of a variety of essays  Peer editing  Discussion of texts in small and large group settings  Outline of essay  Formal and Informal Journal Write  Structure maps  Guided reading questions)  tests and quizzes  Essay Drafting  Developing	and educational practices worldwide	with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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How do I	make sense of	visually and	solve a problem.		claims	
know?	the ideas and	quantitatively,		Identify multiple sources of	<ul> <li>Voice exercise</li> </ul>	
	details	as well as in	RI.11-12.9	information presented in	(who is this)	
Writing	presented in	words	Analyze and reflect on	different media or formats	character?)	
clearly:	text		(e.g. practical knowledge,	as well as in words to assist	<ul> <li>Practicing voice</li> </ul>	
What makes		RI9: Analyze	historical/cultural	in addressing questions or	<ul> <li>What is the</li> </ul>	
a	Producing	and reflect on	context, and background	solving a problem.	rhetorical	
difference?	clear ideas as a	how two or	knowledge) documents of	Evaluate information	device?	
Final	writer involves	more texts	historical and literary	gathered and determine its	<ul> <li>Practicing</li> </ul>	
product:	selecting	address	significance for their	effectiveness to address a	evaluation	
What does it	appropriate	similar themes	themes, purposes and	question or solve a	techniques	
take?	style and	or topics in	rhetorical features,	problem.	<ul> <li>Guided reading</li> </ul>	
	structure for an	order to build	including primary source	Integrate information	exercise	
What do	audience and is	knowledge or	documents relevant to	gathered to answer a		
good	strengthened	to compare	U.S. and/or global	question or solve a		
researchers	through	the	history.	problem.		
do?	revision and	approaches				
"Cut and	technology.	the authors	RI.11-12.10	Identify various documents		
Paste:"		take.	By the end of grade 12,	of historical and literary		
What's the	Effective	RI10: Read	read and comprehend	significance.		
problem?	research	and	literary nonfiction at	Identify and analyze themes		
	presents an	comprehend	grade level	found in various documents		
What makes	answer to a	complex	text-complexity or above.	of historical and literary		
collaboratio	question,	literary and		significance.		
n	demonstrates	informational	W.11-12.1A	Analyze and explain how		
meaningful?	understanding	texts	A. Introduce precise,	different documents of		
Making	of the inquiry,	independently	knowledgeable claim(s),	historical and literary		
meaning	and properly	and	establish the significance	significance utilize		
from a	cites	proficiently	of the claim(s),	rhetorical features.		
variety of	information	with	distinguish the claim(s)			
sources:	from multiple	scaffolding as	from alternate or	Recognize when the text I		
What will	sources	needed.	opposing claims, and	am reading is too easy or		
help?			create an organization	too difficult for me.		
	Effective	W1: Write	that logically sequences	Determine reading		
Why do	writers use a	arguments to	claim(s), counterclaims,	strategies that will help me		
rules of	variety of	support claims	reasons, and evidence.	comprehend difficult texts.		
language	formats to	in an analysis				
matter?	communicate	of substantive	W.11-12.1B	Analyze substantive topics		

Communicat	ideas	topics or texts,	Develop claim(s) and	or texts to determine an		
ing clearly:	appropriate for	using valid	counterclaims avoiding	argument that causes or has		
What does it	the audience,	reasoning and	common logical fallacies	caused debate in society.		
take?	task, and time	relevant and	and using sound	Choose a side of an		
	frame.	sufficient	reasoning and	argument, identify precise,		
When a		evidence.	thoroughly, supplying the	knowledgeable claims, and		
word	Effective	0 / 10/01/10	most relevant evidence	establish the significance of		
doesn't	readers use a	W5: Develop	for each while pointing	the claim.		
make sense,	variety of	and strengthen	out the strengths and	Identify alternate or		
what can I	strategies to	writing as	limitations of both in a	opposing claims that		
do?	make sense of	needed by	manner that anticipates	counter my argument.		
How do I	key ideas and	planning,	the audience's knowledge	Organize claims,		
use what I	details	revising,	level, concerns, values,	counterclaims, reasons, and		
know to	presented in	editing,	and possible biases.	evidence into a logical		
figure out	text.	rewriting, or	_	sequence.		
what I don't		trying a new	W.11-12.1C	Anticipate my audience's		
know?	Analyzing	approach.	Use transitions (e.g.	knowledge level, concerns,		
	texts for		words, phrases, clauses)	values, and possible biases		
	structure,	W7: Conduct	to link the major sections	and develop claims and		
	purpose and	short as well	of the text, create	counterclaims by pointing		
	viewpoint	as more	cohesion, and clarify the	out the most relevant		
	allows an	sustained	relationships between	strengths and limitations of		
	effective reader	research	claim(s) and reasons,	both.		
	to gain insight	projects,	between reasons and	Present an argument in a		
	and strengthen	utilizing an	evidence, and between	formal style and with an		
	understanding	inquiry-based	claim(s) and	objective tone.		
		research	counterclaims.	Create cohesion and clarify		
	Producing	process, based		relationships among claims		
	clear ideas as a	on focused	W.11-12.1D	and counterclaims using		
	writer involves	questions,	Establish and maintain a	transitions as well as varied		
	selecting	demonstrating	style and tone appropriate	syntax.		
	appropriate	understanding	to the audience and	Provide a concluding		
	style and	of the subject	purpose (e.g. formal and	statement/section that		
	structure for an	under	objective for academic	supports my argument.		
	audience and is	investigation.	writing) while attending			
	strengthened		to the norms and	Use prewriting strategies to		
	through	W8: Gather	conventions of the	formulate ideas.		
	revision and	relevant	discipline in which they	Recognize that a		

techn	nology	information	are writing.	well-developed piece of		
		from multiple	8	writing requires more than		
Effec	ctive	print and	W.11-12.1.E	one draft.		
resea	arch	digital	Provide a concluding	Apply revision strategies		
prese	ents an	sources,	paragraph or section that	with and without the help		
answ	er to a	assess the	supports the argument	of others.		
quest	tion,	credibility and	presented (e.g.,	Edit writing by checking		
demo	onstrates	accuracy of	articulating implications	for errors in capitalization,		
under	erstanding	each source,	or the significance of the	punctuation, grammar,		
of the	e inquiry,	and integrate	topic).	spelling, etc.		
and p	properly	the		Analyze my writing to		
cites		information	W.11-12.5 Develop and	determine if the purpose		
infor	rmation	while	strengthen writing as	and audience have been		
from	multiple	avoiding	needed by planning,	fully addressed and revise		
sourc	ces	plagiarism.	revising, editing,	when necessary.		
Effec	ctive		rewriting, trying a new	Prepare multiple drafts		
	ers use a	<b>W9:</b> Draw	approach, or consulting a	using revisions and edits to		
varie		evidence from	style manual (such as	develop and strengthen the		
	ats to	literary or	MLA or APA Style),	writing.		
	municate	informational	focusing on addressing	Recognize when revising,		
ideas		texts to	what is most significant	editing, and rewriting are		
		support	for a specific purpose and	not enough, and a new		
	udience,	analysis,	audience.	approach needs to be		
	and time	reflection, and		attempted.		
frame	e.	research.	W.11-12.7 Conduct short			
			as well as more sustained	Define research and		
	prehensio	W10: Write	research projects to	distinguish how research		
	enhanced	routinely over	answer a question	differs from other types of		
throu		extended time	(including a	writing.		
	borative	frames (time	self-generated question)	Focus research around a		
	ess of	for research,	or solve a problem;	problem to be solved, a		
	ing and	reflection, and	narrow or broaden the	central question is		
	uating	revision) and	inquiry when appropriate;	provided, or a		
ideas	S.	shorter time	synthesize multiple	self-generated question.		
FICE	,.	frames (a	sources on the subject,	Choose several sources and		
Effec		single sitting	demonstrating	synthesize information to		
	ers and	or a day or	understanding of the	answer a research inquiry.		
write	ers use	two) for a	subject under	Create a research		

knowledg	ge of range of tasks,	investigation.	paper/project to		
the struct			demonstrate understanding		
and conte	1 1 /	W.11-12.8	of a subject.		
language		Gather relevant			
acquire, o		information from	Determine the credibility of		
and	for and	multiple authoritative	a source.		
appropria	ately participate	print and digital sources,	Assess the strengths and		
use vocal	, i	using advanced searches	limitations of a source to		
	a range of	effectively; assess the	determine those most		
	conversations	strengths and limitations	appropriate to the task,		
	and	of each source in terms of	purpose, and audience,		
	collaborations	the task, purpose, and	while avoiding		
	with diverse	audience; integrate	over-reliance on any one		
	partners,	information into the text	source.		
	building on	selectively to maintain	Use advanced searches with		
	others' ideas	the flow of ideas,	multiple authoritative print		
	and	avoiding plagiarism and	and/or digital sources		
	expressing	overreliance on any one	effectively to gather		
	their own	source and following a	information needed to		
	clearly and	standard format for	support research.		
	persuasively.	citation. (MLA or APA	Avoid plagiarism.		
		Style Manuals).	Determine when research		
	L2:		data or facts must be quoted		
	Demonstrate	W.11-12.9.B	and integrate the		
	command of	Apply grades 11–12	information into my text to		
	the	Reading standards to	maintain the flow of ideas.		
	conventions of	literary nonfiction (e.g.,	Follow a standard citation		
	standard	"Delineate and evaluate	format to create a		
	English	the reasoning in seminal	bibliography for sources		
	capitalization,	texts, including the	and to avoid plagiarism.		
	punctuation,	application of			
	and spelling	constitutional principles	Define textual evidence.		
	when writing.	and use of legal	Determine textual evidence		
	L3: Apply	reasoning [e.g., in U.S.	that supports analysis,		
	knowledge of	Supreme Court Case	reflection, and/or research.		
	language to	majority opinions and	Compose written responses		
	understand	dissents] and the	that include textual		
	how language	premises, purposes, and	evidence to strengthen my		

functions in	arguments in works of	analysis, reflection, and/or		
different	public advocacy [e.g.,	research.		
contexts, to	The Federalist,	research.		
make effective	presidential addresses]").	Determine a writing format/		
choices for	presidential addresses] ).	style appropriate to task,		
meaning or	W.11-12.10	purpose, and audience.		
style, and to	Write routinely over	Write for a variety of		
comprehend	extended time frames	reasons.		
more fully	(time for research,	Recognize that different		
when reading	reflection, and revision)	writing tasks require varied		
or listening.	and shorter time frames	time frames to complete.		
	(a single sitting or a day			
L4:	or two) for a range of	Create questions and locate		
	tasks, purposes.	3		
phrases by	study; explicitly draw on	discussion and stimulate a		
using context	that preparation by	thoughtful well-reasoned		
clues,	referring to evidence	exchange of ideas.		
analyzing	from texts and other	Participate in discussion by		
meaningful	research on the topic or	posing questions that		
word parts,	issue to stimulate a	connect the ideas of several		
and consulting	thoughtful, well reasoned	speakers, responding to		
general and	exchange of ideas.	questions, and elaborating		
specialized		on my own ideas and/or the		
reference	SL.11-12.1.B	ideas of others to ensure a		
materials, as	Collaborate with peers to	full range of positions on a		
The state of the s				
L5:	discussions and			
Demonstrate				
of word				
	` U			
*	1 //			
		r		
clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L5: Demonstrate understanding	tasks, purposes.  SL.11-12.1.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.  SL.11-12.1.B Collaborate with peers to promote civil, democratic	key textual evidence to contribute to a discussion on a given topic.  Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas.  Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the		

in word		Apply common	
meanings.	<b>SL.11-12.1.</b> C Propel	hyphenation conventions.	
meanings.	conversations by posing	Recognize that there are	
	and responding to	many different rules	
	1 0	-	
	questions that probe	concerning hyphens and	
	reasoning and evidence;	use resources to assist in	
	ensure a hearing for a full	hyphenating correctly.	
	range of positions on a	Identify misspelled words	
	topic or issue; clarify,	and use resources to assist	
	verify, or challenge ideas	me in spelling correctly.	
	and conclusions; and		
	promote divergent and	Identify how language	
	creative perspectives.	functions in different	
		contexts.	
	<b>L.11-12.2.A</b> Observe	Analyze the context of	
	hyphenation conventions.	various texts and determine	
		how language choice	
	L.11-12.2.B	affects meaning, style, and	
	Spell correctly.	comprehension.	
		Explain that syntax refers	
	L.11-12.3.A.	to how words are arranged	
	Vary syntax for effect,	to form sentences.	
	apply an understanding of	Identify regular and	
	syntax to the study of	irregular syntax.	
	complex texts.	Write using varied syntax	
		and consult references for	
	L.11-12.4.A	guidance as needed.	
	Use context (e.g., the	Recognize that writers	
	overall meaning of a	creatively employ varied/	
	sentence, paragraph, or	irregular syntax to convey	
	text; a word's position or	imagery, to create rhyme	
	function in a sentence) as	schemes, to emphasize	
	a clue to the meaning of a	ideas, etc.	
	word or phrase.		
	•	Infer the meaning of	
	L.11-12.4.B Identify and	unknown words using	
	correctly use patterns of	context clues.	
	word changes that	Recognize and define	

Unit 4:			RII: Read	indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  L.11-12.4.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.  L.11-12.4.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).  L.11-12.5.B Analyze nuances of meaning of similar denotation	common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.  Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.	Common	8.1.12.C.1	CRP1. Act as a
Thesis,	What do	Effective	closely to	cite strong and thorough	evidence.	Assessments:	Develop an	responsible and
Antithesis,	good readers	readers use a	determine	textual evidence, (e.g.,	Define inference and	• Annotated	innovative	contributing
Synthesis /	do?	variety of	what the text	via discussion, written	explain how a reader uses	Bibliography	solution to a	citizen and

about what I just read? key ideas and ho make logical or makes show of just read? How do I know? Author's choice: Why does it matter? What makes a "great" ways does creative choice impact audience whose story is it, and why does it matter? Whose sit matter? Whose story is it, and why does it matter? Whose story is it, and why does it matter? What of good writers do? What a do good writers do? What a may purpose and why does it matter? What of good writers do? What it matter? What of good writers do? What it matter? What of just read? Whose sit matter? What of good writers do? What it matter? What of just read? Whose sit matter? What of just read and why does it matter? What of just read who when with the ways does or creative choice impact addience and sit structure for an why does it matter? What of good writers do? What it matter? What of just read whit read ways to the matter of just read white reader that the ways does and the ways does or the mess of a text and sudience and is good writers do? What it matter? What it matter? What of just read white reader that the ways does and why does it matter? What of good writers do? What it matter? What it matter? What of just read white reader that the ways does and the ways does are when writing the ways does are when	4-6 Weeks	Am I clear	strategies to	says explicitly	response, etc.), to support	textual evidence to reach a		real world	employee
just read? key ideas and How do I details (inferences and know? presented in text.  Author's choice: Why does it matter? wiveyoint a "great" viewpoint story? allows an effective reader creative understanding choice impact producing audience clear ideas as a Whose story with goos it it, and why does it it matter? sit, and and why does it it matter? sit, and why does it it matter? sit, and why does it it matter? sit, and and why does it it matter? sit, and and why does it it matter? sit, and and why does it it matter? structure for an awhor does good writers what do good writers what do? What's my revision and strengthend do? What's my revision and strengthend the matter? what a details and the will and though the first text and answers explicitly in the text and answers explicitly in the text and answers explicitly in the text and answers that require inference. Analyze an author's words and and answers that require inference.  ### Analyzing choice with text leaves matters uncertain.  ### Analyzing text leaves matters uncertain.  ### Analyzing text leaves matters uncertain.  ### Analyze an author's words and and analyze their text tax and answers that require inference.  ### Analyze an author's words and and analyze and text, and analyze their text teaves matters uncertain.  ### Analyze an author's words and termine multiple pieces of textual evidence that strongly and how they interact to explicit and inferential questions.  ### Analyzing text text and answers that require inference.  ### Analyze an author's words and and sexpeths require inference.  ### Analyze an author's words and termine multiple pieces of textual evidence that strongly and thow they interact to explicit and inferential questions.  ### Analyzing text text and answers that require inference.  ### Analyzing text text and answers that require inference.  ### Analyzing the text the text text and answers that require inference.  ### Analyzing the text that text and answers that require inference.  ### Analyzing the text that the text that leave		about what I				logical conclusion.	Summative:	problem or	1 3
know? presented in text. connections from it; cite specific textual analyze an author's words and determine multiple professity ways does it maker? In what ways does reative creative creative impact photoce impact audience Whose story is it, and why does it matter?  What do good writers what do good writers what do good writers what a good writers what do good writers what do good writers what do good writers what a good writers what a good writers what do good writers what do good writers what a good writers what what a good writers what a good writers what what a good writers what what a good writers what a good writers what what a good writers what a good writers what what a good writers what a good writer what a good writers what whether the structure whether		just read?	key ideas and	logical	says explicitly as well as	Read closely to find	<ul> <li>In-class essay</li> </ul>	issue in	CRP2. Apply
Author's choice: Why Analyzing choice is text.  Author's choice: Why Analyzing does it matter?  What makes purpose and story?  allows an effective reader In what creative creative creative audience impact Producing audience clear ideas as a Whose story is it, and why does it matter?  What a whose story who does it matter?  Whose story who does it matter?  Whose story who does it matter?  What do good writers strengthened do?  What do good writers good owriters strengthened do?  What's my revision and reference.  Connections from it, cite specific text leaves matters uncertain.  Locations from it, cite specific uncertain.  Location it, cite specific textual end determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.  Determine two or more central ideas or a text and analyze their development and how they interact to provide a complex and strengthen central ideas or a text.  RI2:  Determine changles and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.  Determine places in the text that leave matters uncertain.  Determine places in the text that leave matters uncertain.  Determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.  Determine places in the text that leave matters uncertain.  Determine multiple of a text, and analyze their development and how they interact to provide a complex uncertain.  RI2:  Determine development and how they interact to provide a complex uncertain.  RI2:  Determine development and how they interact to provide a complex uncertain.  Determine text and antipory swords and determine multiple of a text, and analyze their development and how they interact to provide a complex uncertain.  RI2:  Determine to or more central ideas of a text and explain the central ide		How do I	details	inferences and	inferentially, including	answers explicitly in the	Evaluation*	collaboration	Add Headings
Author's choice: Why does it matter? What do good writers wite stringthen what do good writers does it matter? What do good writers wite why does it matter? What do good writers does it choice what a does it matter? What do good writers does it matter? What ways does choice why does it matter? What do good writers doos it wite wite matter? What ways does wite minuse and why does it matter? What do good writers does it why does it matter? What do good writers does it why does it matter? What ways does witer invove and witer and in the captal in the captal in the structure of an audience and is good writers door. What's my revision and ivengthen witer invove and the witer and the witer and the witer invove and witers and good writers and and terratin.  RI-1-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  RI-1-12.2 Determine two or more central ideas of a text, and analyze their wo or more central ideas of a text and and thoroughly support both explicit and inferential questions. Determine places in the text that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that strongly and thoroughly support both explicit and inferential questions. Determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that at save matters uncertain.  Porfine and termine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that at leave matters uncertain.  Policia feedback through thorough support for explicit and inferential questions. Determine multiple prices of textual evialence that strongly and thoroughly support both explicit and inferential questions.  Policia feed		know?	presented in	relevant	determining where the	text and answers that	<ul> <li>Formal and</li> </ul>	with peers	(Format >
choice: Why does it matter? What makes a "great" viewpoint story? allows an effective reader creative understanding choice Impact Producing audience whose story is it, and why does it matter? Whose story whose story is it, and why does it matter? What do good writers do? What do good writers do? What way for thems of a audience and is good writers do? What way for thems of a text and analyze their development; summarize the good writers do? What's my  choice: Why does it matter?  Analyzing texts for textual extent in text to of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to objective summary of the text.  RI2:  Determine certain deas of a text and analyze their development and how they interact to objective summary of the text.  RI2:  Determine central ideas of a text and analyze their development and how they interact to objective summary of the text.  RI2:  Determine certain deas of a text and equizzes  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and equestions.  Provide a complex analysis; provide an objective summary of the text.  Ext.  RI.11-12.2 Determine two ormore dentral ideas of a text, and analyze their development and how they interact to pobjective summary of the text.  Define and explain the central idea in a piece of writing.  Determine two or more central evidence that strongly and thoroughly support both explicit and inferential questions.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and equestions.  Determine wultiple pieces of textual evidence the thoroughly support both explicit and inferential questions.  Define and explain the central idea in a piece of			text.	connections	text leaves matters	require inference.	Informal Journal	and experts,	Paragraph styles)
does it matter? Structure, when writing a "great" viewpoint story? allows an effective reader ways does and ways does and impact ehiore elimpact phoice of ear ideas as a why does it matter?  Whose story wide and why does it matter?  Whose story whose story is it, and why does it matter?  What do good writers when writing of a text, and analyze their development and structure for an why does it matter?  What do good writers when writing of a text and analyze their development and why doe sit matter?  What ways does and strengthen do?  Whose story writer involves a complex and why does it matter?  What do good writers they feve involve and thorough why does it matter?  What ways does and strengthen do?  Whose story writer involves a complex analysis; provide an omplex analysis; provide an omplex analysis; provide an omplex their development and how they interact to potentiane the explicit and inferential questions.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine places in the text that leave matters uncertain.  Po Discussion of texts in small and large group settings of copyright, sold with reason.  CRP7. Employ valid and reliable research structure maning of a text.  Compose an objective summary of a text.  Structure an author uses in his or		Author's		from it; cite	uncertain.	Analyze an author's words	Write	and present	and they will
matter? What makes a "great" viewpoint story? allows an effective reader to gain insight ways does creative understanding choice impact audience Whose story is it, and why does it matter? What do good writers of do? What's my  matter? What makes a "great" viewpoint a "great" viewpoint story?  What makes a "great" viewpoint or speaking to story?  allows an effective reader to gain insight ways does creative understanding choice impact audience clear ideas as a Whose story witer involves is it, and why does it matter?  What smy ways does  Whose story witer involves is the text and analyze their development, and structure for an good writers do? What's my  What's my  evidence when writing of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  Determine places in the text that leave matters uncertain.  Determine places in the text that leave matters uncertain.  Determine places in the text that leave matters uncertain.  Define and explain the central ideas in a piece of wariety of essays uncertain.  Define and explain the central idea in a piece of wariety of essays uncertain.  Determine two or more central ideas of a text and explain the velopment; and why does it matter?  What do good writers do? What's my  What's my  What's my  Erroading for a text, and analyze the their development and how they interact to provide a complex analysis; provide an objective summary of the text.  Determine lateve matters uncertain.  Determine places in the text that leave matters uncertain.  Define and explain the central ideas in a piece of wariety of essays an uncertain.  Determine places in the text that leave matters uncertain.  Define and explain the central ideas in a piece of wariety of essays of exact, and analyze the text.  Determine lateve matters uncertain.		choice: Why	Analyzing	specific		and determine multiple	<ul> <li>Tests and quizzes</li> </ul>		
What makes a "great" viewpoint story?  In what to gain insight ways does creative impact phose story is it, and whose story is it, and why does it matter?  Whose story whose story is it, and whose story is it, and what do good writers do?  What makes a "great" viewpoint viewpoint story?  What makes a "great" viewpoint viewpoint or speaking to viewpoint of support ocnoclusions of complex their development and how they interact to provide a complex analysis; provide an objective summary of the text.  Producing audience why does it matter?  What do good writers do?  What do good writers do?  What smy  What makes a "great" viewpoint allows an effective reader to conclusions drawn from and strengthen the text.  Producing clear ideas as a writer involves stryle and sudience and is good writers do?  What do good writers do?  What's my  What makes a "great" viewpoint allows an effective reader to conclusions drawn from analysis; provide an objective summary of the text.  Producing clear ideas as a writer involves or themes of a good writers do?  What do good writers do?  What's my  What's my  What's my  What makes a "great" viewpoint to allows an effective reader to conclusions drawn from analysis; provide an objective summary of the text.  Determine places in the text that leave matters uncertain.  Determine places in the text that leave matters uncertain.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine places in the text that leave matters uncertain.  Define and explain the explications.  Determine places in the text that leave matters uncertain.  Define and explain the explication or a variety of essays enterts in the text that leave matters uncertain.  Define and explain the explain the explain how the ideas of a text and explain how the ideas of a text and explain how the ideas of a text.  Commons to creative Commo			texts for				<ul> <li>Visual Essay</li> </ul>		table of contents.
a "great" viewpoint allows an effective reader to gain insight ways does creative understanding choice impact why se story is it, and why does it matter? why does it matter? What do good writers do? What s my What's my  a "great" viewpoint allows an effective reader to gain insight and structure for an audience and good writers do?? What's my  viewpoint allows an effective reader to gain insight and support to gain insight and support to gain insight and support to gain insight and structure for an audience and is story?  In what to support to gain insight and structure an author uses in the text.  Producing clear ideas as a writer involves is it, and why does it matter?  What do good writers do?  What's my  Viewpoint allows an effective reader to goin insight and support to gain insight and structure for an author uses in the text.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain how the ideas develop the complex makes points clear, convincing, and engaging.  The what is upport to gain insight and structure and subjective summary of the text.  The what the leave matters uncertain.  Determine places in the text that leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain how the ideas develop the complex makes points clear, convincing, and engaging.  The producing clear ideas as a writer involves in his or her exposition or an audience and is a variety of essays online community.  CRP4.  Communicate texts in small and large group settings of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central ideas of a text and explain the effectiveness of the structure manuly and effectiveness of the structure and thow the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Compose an objective summar		matter?	structure,						
story? allows an effective reader In what to gain insight ways does and strengthen creative understanding choice impact audience audience why does it matter? style and good writers do? What's my revision and ideas.    Support conclusions of effective reader In what to gain insight ways does and strengthen to drawn from the text. In what to gain insight ways does and strengthen the text. In what to gain insight ways does and strengthen the text. In what to gain insight ways does and strengthen the text. In what to gain insight ways does and strengthen the text. In what to gain insight ways does and strengthen the text. In what to gain insight ways does and strengthen the text.    RI2:				_					
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In what ways does creative understanding choice Impact Producing audience why does it matter? What do good writers style and good writers ado? What do good writers the first good witers do? What's my  In what ways does and strengthen creative understanding choice Impact Producing clear ideas as a with text.  RI2: Determine central ideas of a text and 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, good writers do? What's my  In what ways does and strengthen understanding choice  In what the leave matters uncertain.  That leave matters uncertain.  Define and explain the central idea in a piece of writing.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain how the ideas develop the complex makes points clear, convincing, and engaging.  What's my  In what do gain insight and strengthen understanding the text.  RI2:  Determine text.  RI.11-12.5  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  What's my  In what leave matters uncertain.  Define and explain the central idea in a piece of writing.  Determine to or more central ideas of a text and explain the central idea in a piece of writing.  Determine to or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of the text.  S.1.12.D.1  Determine central idea in a piece of writing.  Determine to or more central ideas of a text and explain the central idea in a piece of writing.  Outline of essay  Formal and  Informal Journal  Write  Structure maps  Guided reading questions)  Outline of essay  Formal and  Informal Journal  Write  Structure maps  Guided reading questions)  Outline of essay  Formal and  Informal Journal  Work.  Outline of essay  Formal and  Informal Journal  Work.  Def		story?							
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creative choice impact producing audience clear ideas as a why does it matter? style and why doe sit matter?  What do good writers where the good writers do?  What smy  What's my  What's my  Producing clear ideas as a clear ideas as a witer involves and evaluate the choice impact and impact and ideas.  Whose story audience clear ideas as a why does it matter?  Whose story is it, and good writers and clear ideas as a why does it matter?  What do good writers do?  What's my  What's my  Producing clear ideas as a central ideas or themes of a text and 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.  Ext.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more explain how the ideas develop the complex meaning of a text.  Commons to structure maps work.  Structure maps of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Understanding with reason.  CRP7. Employ valid and reliable research explain how the ideas develop the complex meaning of a text.  Commons to structure maps of a text.  Structure maps of a text									
choice impact Producing audience clear ideas as a Whose story is it, and why does it matter? style and structure for an good writers good writers what do good writers whether the structure for an good writers through what's my revision and ideas.  RI2:  RI.11-12.5  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  Define and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and entry in the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Determine two or more central ideas of a text and explain the central idea in a piece of writing.  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Determine how an author  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Determine how an author  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Determine				the text.	•	uncertain.			
impact producing audience clear ideas as a Whose story writer involves is it, and why does it matter? style and structure for an good writers good writers do? What's my revision and ideas.  Determine central idea in a piece of writing.  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or audience and is application or central idea in a piece of writing.  Determine central idea in a piece of writing.  Determine two or more central ideas of a text and author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  What's my revision and reliable of copyright, fair use research strategies.  CRP7. Employ valid and reliable of copyright, fair use research strategies.  CRP8. Utilize central ideas of a text and explain how the ideas develop the complex meaning of a text.  Commons to an original work.  Structure maps of a text.  Compose an objective summary of a text.  Determine two or more central ideas of a text and explain how the ideas of a text.  Structure maps of a text.  Guided reading questions)  To develop the complex of copyright, fair use research strategies.  Commons to an original work.  Structure maps of a text.  Guided reading questions)  To develop the complex of a text.  To develop the complex of a text.  To develop the complex of a text.  To develop the complex of a text and explain how the ideas of a text.  To develop the complex of a text.  To develop the			understanding		text.				
audience clear ideas as a writer involves writer involves is it, and selecting why does it matter? style and what do good writers of a good writers through do? through what's my revision and ideas.  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure matter or through details and ideas.  Analyze and evaluate the effectiveness of the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure maning of a text.  Cappa Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  What do audience and is good writers and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure maning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  What's my revision and ideas.  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure maning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text.  Compose an objective summary of a text.  Outline of essay  Formal and  Write Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Informal Journal Write  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  Oreative Commons to an original work.  Outline of essay  Formal and  On the explain how the ideas of a text.  Outline of						_			
Whose story is it, and why does it matter?  What do good writers good writers do?  What's my  Writer involves sit, and why does it is it, and why does it matter?  Writer involves selecting appropriate style and structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  Writer involves sit, and selecting appropriate structure an author uses in his or her exposition or argument, including whether the structure meaning of a text.  What do good writers do?  What's my  Write involves selecting text and structure an author uses in his or her exposition or argument, including whether the structure meaning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Uniformal Journal Write involves selecting and explain how the ideas develop the complex meaning of a text.  Structure maps of a text and informal Journal in the complex of a text and in the ideas of a text and					1 1 1		0 0 1		
is it, and why does it why does it why does it matter?  What do good writers do?  What's my  selecting appropriate analyze their development; structure for an do?  What's my  selecting appropriate analyze their development; structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  structure an author uses in his or her exposition or argument, including whether the structure meaning of a text.  CRP8. Utilize critical thinking work.  Structure maps whether the structure meaning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Structure maps of a text.  Compose an objective summary of a text.  To develop the complex meaning of a text.  Structure maps of a text.  Compose an objective summary of a text.  To develop the complex meaning of a text.  Structure maps of a text.  Structure maps of a text.  Sumder revisions and persevere in solving them.  Promal and Informal Journal Write  Structure maps of a text.  Summary of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.  Determine how an author  Structure maps of a text.						S	$\mathbf{c}$		
why does it matter?  style and structure for an audience and is good writers do?  what do good writers do?  What 's my  why does it matter appropriate style and development; summarize the key makes points clear, convincing, and engaging.  in his or her exposition or argument, including whether the structure meaning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Determine how an author  in his or her exposition or argument, including whether the structure meaning of a text.  Compose an objective summary of a text.  Determine how an author  in his or her exposition or argument, including whether the structure maps summary of a text.  Determine how an author  Creative Commons to an original work.  Founded reading questions)  output because of the complex and original work.  Determine how an author  CRP8. Utilize commons to an original work.  Determine how an author  CRP1. Utilize commons to an original work.  Determine how an author  CRP1. Utilize commons to an original work.  Determine how an author  CRP1. Utilize commons to an original work.  Determine how an author  Oreative Commons to an original work.  Determine how an author  CRP1. Utilize commons to an original work.  Determine how an author									
matter? style and structure for an audience and is good writers do? through devalopment devalopment; summarize the key supporting details and do? through what's my revision and devalopment; style and structure for an audience and is structure for an audience and is structure for an audience and is strengthened good writers do? Through details and ideas.  In a develop the complex meaning of a text.  Compose an objective summary of a text.  Compose an objective summary of a text.  Determine how an author  Write on original work.  Guided reading questions)  In a text of the complex meaning of a text of the complex meaning of a text.  Determine how an author  Output Devaluation of a text of the complex meaning of a text			_						
structure for an audience and is good writers good writers do? What's my structure for an audience and is summarize the key supporting convincing, and engaging.  whether the structure meaning of a text. Compose an objective summary of a text. Compose an objective summary of a text.  Determine how an author  o Structure maps of a text.  o Guided reading questions)  o tests and quizzes o Essay Drafting  to make sense of problems and persevere in solving them. CRP11. Use									
What do good writers of through details and what's my revision and local markers points clear, convincing, and engaging.  What do good writers of through details and local markers points clear, convincing, and engaging.  What's my revision and local makes points clear, convincing, and engaging.  Compose an objective summary of a text.  Determine how an author  Ompose an objective summary of a text.  Determine how an author  Foulded reading questions)  of the tests and quizzes of the problems and persevere in solving them.  Produce a CRP11. Use		matter?							
good writers do? through through what's my revision and do?  What's my strengthened through details and revision and ideas.  Supporting convincing, and engaging.  Summary of a text.  Determine how an author  Summary of a text.  Determine how an author  Produce a CRP11. Use		W/hat da							
do? through details and engaging. engaging. through revision and ideas. engaging. engaging. Determine how an author engaging.				-			<u> </u>	WOLK.	
What's my revision and ideas. Determine how an author • Essay Drafting Produce a CRP11. Use					<u> </u>	summary of a text.		0 1 12 E 1	
					engaging.	Determine how an author			
T DUIDONE AND T IECUNOLOGY TO THE TECHNOLOGY IN THE TRANSPORT OF THE TRAN				iueas.	DI 11 12 7 Integrate and		, ,		
how do I  RI5: Analyze   evaluate multiple sources   exposition or argument.   claims,   statement   enhance		1 1	technology	DIS. Analyza	S		1 0	1	
develop it? Effective the structure of information presented Analyze the structure of an counterclaims about a real productivity.			Effective	-	1	1	,		
research of texts, in different media or author's exposition or Voice exercise world		develop it:							productivity.
Writing presents an including how formats (e.g., visually, argument and evaluate (who is this) problem by		Writing							
clearly: answer to a specific quantitatively) as well as whether the structure is character?) developing a		_	-						
What makes question, sentences, in words in order to effective. • Practicing voice systematic		-		-			,		
a demonstrates paragraphs, address a question or Determine if an author's • What is the plan of							- C		
difference? understanding and larger solve a problem. structure is effective in rhetorical device? investigation								*	

Final	of the inquiry,	portions of the	RI.11-12.9	making his/her points clear,	Practicing	with peers	
product:	and properly	text (e.g., a	Analyze and reflect on	convincing, and engaging.	evaluation	and experts	
What does it	cites	section,	(e.g. practical knowledge,	Evaluate how an author's	techniques	synthesizing	
take?	information	chapter, scene,	historical/cultural	choice of structure impacts	<ul> <li>Guided reading</li> </ul>	information	
	from multiple	or stanza)	context, and background	his/her audience.	exercise	from	
What do	sources.	relate to each	knowledge) documents of		<ul> <li>Identifying</li> </ul>	multiple	
good	Effective	other and the	historical and literary	Identify multiple sources of	Quotes/MLA	sources	
researchers	writers use a	whole.	significance for their	information presented in	format		
do?	variety of		themes, purposes and	different media or formats	<ul> <li>Midpoint check</li> </ul>		
"Cut and	formats to	RI7: Integrate	rhetorical features,	as well as in words to assist	(draft)		
Paste:"	communicate	and evaluate	including primary source	in addressing questions or	<ul> <li>WritingThesis</li> </ul>		
What's the	ideas	content	documents relevant to	solving a problem.	statements		
problem?	appropriate for	presented in	U.S. and/or global	Evaluate information	<ul> <li>WritingClosing</li> </ul>		
Why	the audience,	diverse media	history.	gathered and determine its	<ul> <li>Writing claims/</li> </ul>		
write?What	task, and time	and formats,		effectiveness to address a	counterclaims		
makes	frame.	including	RI.11-12.10	question or solve a	<ul> <li>Wordiness/Dicti</li> </ul>		
collaboratio		visually and	By the end of grade 12,	problem.	on exercise		
n	Comprehensio	quantitatively,	read and comprehend	Integrate information			
meaningful?	n is enhanced	as well as in	literary nonfiction at	gathered to answer a			
Making	through a	words.	grade level	question or solve a			
meaning	collaborative	RI9: Analyze	text-complexity or above.	problem.			
from a	process of	and reflect on					
variety of	sharing and	how two or	W.11-12.1.A	Identify various documents			
sources:	evaluating	more texts	Introduce precise,	of historical and literary			
What will	ideas.	address	knowledgeable claim(s),	significance.			
help?		similar themes	establish the significance	Identify and analyze themes			
	Effective	or topics in	of the claim(s),	found in various documents			
Why do	readers and	order to build	distinguish the claim(s)	of historical and literary			
rules of	writers use	knowledge or	from alternate or	significance.			
language	knowledge of	to compare	opposing claims, and	Analyze and explain how			
matter?	the structure	the	create an organization	different documents of			
Communicat	and context of	approaches	that logically sequences	historical and literary			
ing clearly:	language to	the authors	claim(s), counterclaims,	significance utilize			
What does it	acquire, clarify,	take.	reasons, and evidence.	rhetorical features.			
take?	and	DI10. Daad	W 11 12 1 D Danalan	Dagagning when the taut I			
When c	appropriately	RI10: Read and	W.11-12.1.B Develop claim(s) and	Recognize when the text I			
When a	use vocabulary		· /	am reading is too easy or too difficult for me.			
word		comprehend	counterclaims avoiding	too difficult for me.			

doesn't	complex	common logical fallacies	Determine reading		
make sense,	literary and	and using sound	strategies that will help me		
what can I	informational	reasoning and	comprehend difficult texts.		
do?	texts	thoroughly, supplying the	1		
How do I	independently	most relevant evidence	Analyze substantive topics		
use what I	and	for each while pointing	or texts to determine an		
know to	proficiently	out the strengths and	argument that causes or has		
figure out	with	limitations of both in a	caused debate in society.		
what I don't	scaffolding as	manner that anticipates	Choose a side of an		
know?	needed.	the audience's knowledge	argument, identify precise,		
		level, concerns, values,	knowledgeable claims, and		
	W1: Write	and possible biases.	establish the significance of		
	arguments to	1	the claim.		
	support claims	W.11-12.1.C.	Identify alternate or		
	in an analysis	Use transitions (e.g.	opposing claims that		
	of substantive	words, phrases, clauses)	counter my argument.		
	topics or texts,	to link the major sections	Organize claims,		
	using valid	of the text, create	counterclaims, reasons, and		
	reasoning and	cohesion, and clarify the	evidence into a logical		
	relevant and	relationships between	sequence.		
	sufficient	claim(s) and reasons,	Anticipate my audience's		
	evidence.	between reasons and	knowledge level, concerns,		
	W5: Develop	evidence, and between	values, and possible biases		
	and strengthen	claim(s) and	and develop claims and		
	writing as	counterclaims.	counterclaims by pointing		
	needed by		out the most relevant		
	planning,	<b>W.11-12.1.D</b> Establish	strengths and limitations of		
	revising,	and maintain a style and	both.		
	editing,	tone appropriate to the	Present an argument in a		
	rewriting, or	audience and purpose	formal style and with an		
	trying a new	(e.g. formal and objective	objective tone.		
	approach.	for academic writing)	Create cohesion and clarify		
		while attending to the	relationships among claims		
	W6: Use	norms and conventions of	and counterclaims using		
	technology,	the discipline in which	transitions as well as varied		
	including the	they are writing.	syntax.		
	Internet, to		Provide a concluding		
	produce and	<b>W.11-12.1.E</b> Provide a	statement/section that		

	publish	concluding paragraph or	supports my argument.		
	writing and to	section that supports the	supports my argument.		
	interact and	argument presented (e.g.,	Use prewriting strategies to		
	collaborate	articulating implications	formulate ideas.		
	with others.	or the significance of the	Recognize that a		
	with others.		· ·		
	W7. Condend	topic).	well-developed piece of		
	W7: Conduct	W 11 12 7 D 1 1	writing requires more than		
	short as well	<b>W.11-12.5</b> Develop and	one draft.		
	as more	strengthen writing as	Apply revision strategies		
	sustained	needed by planning,	with and without the help		
	research	revising, editing,	of others.		
	projects,	rewriting, trying a new	Edit writing by checking		
	utilizing an	approach, or consulting a	for errors in capitalization,		
	inquiry-based	style manual (such as	punctuation, grammar,		
	research	MLA or APA Style),	spelling, etc.		
	process, based	focusing on addressing	Analyze my writing to		
	on focused	what is most significant	determine if the purpose		
	questions,	for a specific purpose and	and audience have been		
	demonstrating	audience.	fully addressed and revise		
	understanding		when necessary.		
	of the subject	W.11-12.6	Prepare multiple drafts		
	under	Use technology,	using revisions and edits to		
	investigation.	including the Internet, to	develop and strengthen the		
		produce, share, and	writing.		
	W8: Gather	update individual or	Recognize when revising,		
	relevant	shared writing products	editing, and rewriting are		
	information	in response to ongoing	not enough, and a new		
	from multiple	feedback, including new	approach needs to be		
	print and	arguments or	attempted.		
	digital	information.	1		
	sources,		Identify technology that		
	assess the	W.11-12.7 Conduct short	will help produce, publish,		
	credibility and	as well as more sustained	and update individual or		
	accuracy of	research projects to	shared writing products.		
	each source,	answer a question	Determine the most		
	and integrate	(including a	efficient technology		
	the	self-generated question)	medium to complete the		
	information	or solve a problem;	writing task.		
	momanon	or sorve a problem,	withing task.		

while	narrow or broaden the	Respond to ongoing		
avoidin		feedback and/or new		
plagiari		arguments of information to		
piagian	sources on the subject,	produce, publish, and		
<b>W9:</b> Dr		update writing projects.		
evidenc	$\mathcal{E}$	update writing projects.		
literary		Define research and		
informa	1 2	distinguish how research		
	tional investigation.			
texts to	W 11 12 0 C-41 - "	differs from other types of		
support	<b>W.11-12.8</b> Gather	writing.		
analysis		Focus research around a		
reflection		problem to be solved, a		
research	,	central question is		
1	using advanced searches	provided, or a		
W10: V	3,7	self-generated question.		
routinel		Choose several sources and		
extende				
frames		answer a research inquiry.		
for rese	,	Create a research		
reflection	· · · · · · · · · · · · · · · · · · ·	paper/project to		
revision	·	demonstrate understanding		
shorter		of a subject.		
frames	0.1			
single s	<u> </u>	Determine the credibility of		
or a day		a source.		
two) for		Assess the strengths and		
range o	`	limitations of a source to		
purpose		determine those most		
audienc		appropriate to the task,		
	<b>W.11-12.9.B</b> Apply	purpose, and audience,		
SL1: Pi		while avoiding		
for and	standards to literary	over-reliance on any one		
particip		source.		
effectiv	ely in "Delineate and evaluate	Use advanced searches with		
a range	of the reasoning in seminal	multiple authoritative print		
convers	texts, including the	and/or digital sources		
and	application of	effectively to gather		
collabo	ations   constitutional principles	information needed to		

	with diverse	and use of legal	support research.		
	partners,	reasoning [e.g., in U.S.	Avoid plagiarism.		
	building on	Supreme Court Case	Determine when research		
	others' ideas	_ <u> </u>	data or facts must be quoted		
		majority opinions and			
	and .	dissents] and the	and integrate the		
	expressing	premises, purposes, and	information into my text to		
	their own	arguments in works of	maintain the flow of ideas.		
	clearly and	public advocacy [e.g.,	Follow a standard citation		
	persuasively.	The Federalist,	format to create a		
		presidential addresses]").	bibliography for sources		
	L2:		and to avoid plagiarism.		
	Demonstrate	W.11-12.10			
	command of	Write routinely over	Define textual evidence.		
	the	extended time frames	Determine textual evidence		
	conventions of	(time for research,	that supports analysis,		
	standard	reflection, and revision)	reflection, and/or research.		
	English	and shorter time frames	Compose written responses		
	capitalization,	(a single sitting or a day	that include textual		
	punctuation,	or two) for a range of	evidence to strengthen my		
	and spelling	tasks, purposes.	analysis, reflection, and/or		
	when writing.		research.		
		<b>SL.11-12.1.A</b> Come to			
	L3: Apply	discussions prepared,	Determine a writing format/		
	knowledge of	having read and	style appropriate to task,		
	language to	researched material under	purpose, and audience.		
	understand	study; explicitly draw on	Write for a variety of		
	how language	that preparation by	reasons.		
	functions in	referring to evidence	Recognize that different		
	different	from texts and other	writing tasks require varied		
	contexts, to	research on the topic or	time frames to complete.		
	make effective	issue to stimulate a	viii i i i i i i i i i i i i i i i i i		
	choices for	thoughtful, well reasoned	Review and/or research		
	meaning or	exchange of ideas.	materials to be discussed		
	style, and to	exchange of facus.	and determine key points		
	comprehend	SL.11-12.1.B Collaborate	and/or central ideas.		
	more fully	with peers to promote	Create questions and locate		
	when reading	civil, democratic	key textual evidence to		
	_	discussions and	contribute to a discussion		
	or listening.	discussions and	contribute to a discussion		

		desision medeine	an a airran tani -		
	т 4.	decision-making, set	on a given topic.		
	L4:	clear goals and	Work with peers to define		
	Determine or	assessments (e.g. student	the rules and roles		
	clarify the	developed rubrics), and	necessary to promote civil		
	meaning of	establish individual roles	discussion and stimulate a		
	unknown and	as needed.	thoughtful well-reasoned		
	multiple-mean		exchange of ideas.		
	ing words and	<b>SL.11-12.1.</b> C Propel	Participate in discussion by		
	phrases by	conversations by posing	posing questions that		
	using context	and responding to	connect the ideas of several		
	clues,	questions that probe	speakers, responding to		
	analyzing	reasoning and evidence;	questions, and elaborating		
	meaningful	ensure a hearing for a full	on my own ideas and/or the		
	word parts,	range of positions on a	ideas of others to ensure a		
	and consulting	topic or issue; clarify,	full range of positions on a		
	general and	verify, or challenge ideas	topic or issue.		
	specialized	and conclusions; and	Propel conversations by		
	reference	promote divergent and	clarifying, verifying, or		
	materials, as	creative perspectives.	challenging ideas and		
	appropriate.	1 1	conclusions to promote		
	11 1	<b>SL. 11-12.1.D</b> Respond	divergent and creative		
	L5:	thoughtfully to diverse	perspectives.		
	Demonstrate	perspectives; synthesize	Respond thoughtfully to		
	understanding	comments, claims, and	diverse perspectives;		
	of word	evidence made on all	synthesize comments,		
	relationships	sides of an issue; resolve	claims, and evidence;		
	and nuances	contradictions when	resolve contradictions when		
	in word	possible; and determine	possible; and determine		
	meanings.	what additional	when additional		
	meanings.	information or research is	information or research is		
		required to deepen the	required.		
		investigation or complete	required.		
		the task.	Determine when to		
		the task.	capitalize words.		
		<b>L.11-12.2.A</b> Observe	Apply common		
			113		
		hyphenation conventions.	hyphenation conventions.		
		<b>L.11-12.2.B</b> Spell	Recognize that there are		
		correctly.	many different rules		

		1	1	1
I 11 12 2 A W	concerning hyphens and			
L.11-12.3.A Vary syntax	use resources to assist in			
for effect, apply an	hyphenating correctly.			
understanding of syntax	Identify misspelled words			
to the study of complex	and use resources to assist			
texts.	me in spelling correctly.			
<b>L.11-12.4.A</b> Use context	Identify how language			
(e.g., the overall meaning	functions in different			
of a sentence, paragraph,	contexts.			
or text; a word's position	Analyze the context of			
or function in a sentence)	various texts and determine			
as a clue to the meaning	how language choice			
of a word or phrase.	affects meaning, style, and			
	comprehension.			
L.11-12.4.B Identify and	Explain that syntax refers			
correctly use patterns of	to how words are arranged			
word changes that	to form sentences.			
indicate different	Identify regular and			
meanings or parts of	irregular syntax.			
speech (e.g., conceive,	Write using varied syntax			
conception, conceivable).	and consult references for			
	guidance as needed.			
<b>L.11-12.4.</b> C Consult	Recognize that writers			
general and specialized	creatively employ varied/			
reference materials (e.g.,	irregular syntax to convey			
dictionaries, glossaries,	imagery, to create rhyme			
thesauruses), both print	schemes, to emphasize			
and digital, to find the	ideas, etc.			
pronunciation of a word				
or determine or clarify its	Infer the meaning of			
precise meaning, its part	unknown words using			
of speech, its etymology,	context clues.			
or its standard usage.	Recognize and define			
	common affixes and roots.			
<b>L.11-12.4.D</b> Verify the	Break words into units to			
preliminary	infer their meaning.			
premimary	mici men meaning.		I	

				meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.	changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.  Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.			
Unit 5: British Foundatio ns / 4-6 Weeks	How does a reader propel conversation s by posing and responding to questions that probe reasoning and evidence?  How does a reader analyze multiple interpretations of a story drama or poem?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.  Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	RL1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections 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	Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.	Common Assessment: Sonnet Presentation  Summative: Literary Analysis* Vocabulary Quizzes Poetry Explication Sonnet Creation  Formative: Vocabulary Study guides Reading check quizzes Socratic Discussions	6.2.12.D.2d Analyze the impact of new intellectual, philosophica l, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	CRP1 Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason.

	To gain keener	RL2:	another to produce a	Analyze plot to determine	Guided Notes	
How does a	insight into the	Determine	complex account; provide	two or more themes.	• Poetry	
reader	integration of	central ideas	an objective summary of	Determine how multiple	explication	
determine	knowledge and	or themes of a	the text.	themes in a text develop	• Revision	
	ideas, effective	text and	the text.	and interact to build on one	checklist	
the meaning			DI 11 12 2 Amalama tha		• Visual	
of words	readers analyze	analyze their	RL.11-12.3 Analyze the	another and produce a		
and phrases	and evaluate	development;	impact of the author's	complex account.	interpretation of a	
as they are	content,	summarize the	choices regarding how to	Define summar.	sonnet	
used in the	reasoning, and	key	develop and relate	Compose an objective	<ul> <li>essay drafting</li> </ul>	
text,	claims in	supporting	elements of a story or	summary stating the key	Web-research	
including	diverse	details and	drama (e.g., where a story	points of the text.	and evaluation	
figurative	formats.	ideas.	is set, how the action is		<ul> <li>Peer editing</li> </ul>	
and			ordered, how the	Identify elements of a story	<ul> <li>Collaborative</li> </ul>	
connotative	Effective	RL3: Analyze	characters are introduced	or drama.	learning groups	
meanings?	research	how and why	and developed).	Analyze how elements of a	<ul><li>Textual</li></ul>	
	presents an	individuals,		story or drama are	annotations	
How does	answer to a	events, and	RL.11-12.5	developed and/or	<ul> <li>Dramatic</li> </ul>	
the reader	question,	ideas develop	Analyze how an author's	interrelated.	viewing and	
demonstrate	demonstrates	and interact	choices concerning how	Analyze the impact of the	interpretations	
understandin	understanding	over the	to structure specific parts	author's choices in	<ul> <li>Close reading</li> </ul>	
g of	of the inquiry,	course of a	of a text (e.g., the choice	presenting elements of a		
figurative	and properly	text.	of where to begin or end	story or drama.		
language,	cites		a story, the choice to			
word	information	RL5: Analyze	provide a comedic or	Determine how an author		
relationships	from multiple	the structure	tragic resolution)	chose to structure specific		
, and	sources.	of texts,	contribute to its overall	parts of a text.		
nuances in		including how	structure and meaning as	Analyze specific parts of		
word	Effective	specific	well as its aesthetic	the text and explain how		
meanings.	writers use a	sentences,	impact.	the individual parts fit into		
	variety of	paragraphs,	-	the overall structure.		
	formats to	and larger	RL.11-12.7	Analyze how an author's		
	communicate	portions of the	Analyze multiple	choice of structuring		
	ideas	text (e.g., a	interpretations of a story,	specific parts of a text		
	appropriate for	section,	drama, or poem (e.g.,	affects the overall meaning.		
	the audience,	chapter, scene,	recorded or live	Analyze how an author's		
	task, and time	or stanza)	production of a play or	choice of structuring		
	frame.	relate to each	recorded novel or	specific parts of a text		
			poetry), evaluating how	creates an aesthetic impact.		

Comprehensio	other and the	each version interprets			
n is enhanced	whole.	the source text. (Include	Identify multiple		
through a	whole.	at least one play by	interpretations of the same		
collaborative	RL7:	Shakespeare and one play	source of text.		
process of	Integrate and	by an American	Analyze how authors		
sharing and	evaluate	dramatist.)	interpret a source text.		
evaluating	content	dramatist.)	Evaluate various works that		
		W.11-12.7	have drawn on or		
ideas.	presented in				
D	diverse media	Conduct short as well as	transformed the same		
Presentation of	and formats,	more sustained research	source material and explain		
knowledge and	including	projects to answer a	the varied interpretations of		
ideas is	visually and	question (including a	different		
enhanced	quantitatively,	self-generated question)	authors/directors/producers.		
through	as well as in	or solve a problem;			
appropriate	words.	narrow or broaden the	Define research and		
organization		inquiry when appropriate;	distinguish how research		
and style for an	W7: Conduct	synthesize multiple	differs from other types of		
audience via	short as well	sources on the subject,	writing.		
the use of	as more	demonstrating	Focus my research around a		
visual displays,	sustained	understanding of the	problem to be solved, a		
technology,	research	subject under	central question that is		
and the	projects,	investigation.	provided, or a		
appropriate use	utilizing an		self-generated question I		
of language.	inquiry-based	<b>W.11-12.9.A</b> Apply	have determined.		
	research	grades 11–12 Reading	Choose several sources.		
Effective	process, based	standards to literature	Determine if I need to		
communication	on focused	(e.g., "Demonstrate	narrow or broaden my		
of ideas when	questions,	knowledge of	inquiry based on the		
speaking or	demonstrating	eighteenth-, nineteenth-	information gathered.		
writing relies	understanding	and early twentieth-	Create a research		
on the	of the subject	century foundational	paper/project to		
appropriate use	under	works, including how	demonstrate understanding		
of the	investigation.	two or more texts from	of the subject under		
conventions of		the same period treat	investigation		
language.	<b>W9:</b> Draw	similar themes or			
	evidence from	topics").	Define textual evidence.		
Effective	literary or		Determine textual evidence		
readers,	informational	<b>W.11-12.10</b> Write	that supports my analysis,	_	

	writers, and	texts to	routinely over extended	reflection, and /or research.		
	listeners use	support	time frames (time for	Compose written responses		
	knowledge of	analysis,	research, reflection, and	and include textual		
	language to	reflection, and	revision) and shorter time	evidence to strengthen my		
	make	research.	frames (a single sitting or	analysis, reflection, and /or		
	appropriate		a day or two) for a range	research.		
	choices when	W10: Write	of tasks, purposes.			
	presenting	routinely over	, F F	Define textual evidence.		
	information	extended time	SL.11-12.1.A	Determine textual evidence		
	and to clarify	frames (time	Come to discussions	that supports my analysis,		
	meaning when	for research,	prepared, having read and	reflection, and /or research.		
	reading or	reflection, and	researched material under	Compose written responses		
	listening.	revision) and	study; explicitly draw on	and include textual		
		shorter time	that preparation by	evidence to strengthen my		
	Effective	frames (a	referring to evidence	analysis, reflection, and /or		
	readers and	single sitting	from texts and other	research.		
	writers use	or a day or	research on the topic or			
	knowledge of	two) for a	issue to stimulate a	Review and/or research		
	the structure	range of tasks,	thoughtful, well reasoned	materials to be discussed		
	and context of	purposes, and	exchange of ideas.	and determine key points		
	language to	audiences.		and/or central ideas.		
	acquire, clarify,		SL.11-12.1.B	Work with peers to define		
	and	SL1: Prepare	Collaborate with peers to	the rules and roles		
	appropriately	for and	promote civil, democratic	necessary to promote civil		
	use vocabulary.	participate	discussions and	discussion and stimulate a		
		effectively in	decision-making, set	thoughtful well-reasoned		
		a range of	clear goals and	exchange of ideas.		
	Effective	conversations	assessments (e.g. student	Come prepared with key		
	readers and	and	developed rubrics), and	points and textual evidence		
	writers use	collaborations	establish individual roles	to contribute to a discussion		
	knowledge of	with diverse	as needed.	and stimulate a thoughtful		
	the structure	partners,		well-reasoned exchange of		
	and context of	building on	SL.11-12.2 Integrate	ideas.		
	language to	others' ideas	multiple sources of	Participate in discussion by		
	acquire, clarify	and	information presented in	posing questions that		
	and	expressing	diverse media or formats	connect the ideas of several		
	appropriately	their own	(e.g., visually,	speakers, responding to		
	use vocabulary.	clearly and	quantitatively,	questions, and elaborating		

1	persuasively.	qualitatively, orally)	on my own ideas and/or the		
	F	evaluating the credibility	ideas of others to ensure a		
	SL2: Integrate	and accuracy of each	full range of positions on a		
	and evaluate	source.	topic or issue.		
	information		··· F		
	presented in	<b>SL.11-12.3</b> Evaluate a	Identify various purposes		
	diverse media	speaker's point of view,	for presenting information		
	and formats,	reasoning, and use of	to a reader or audience.		
	including	evidence and rhetoric,	Analyze the information		
	visually,	assessing the stance,	presented in diverse media		
	quantitatively,	premises, links among	and formats and integrate		
	and orally.	ideas, word choice, points	the information in order to		
		of emphasis, and tone	make informed decisions		
	SL3: Evaluate	used.	and solve problems.		
	a speaker's		Evaluate the credibility and		
	point of view,	<b>SL.11-12.4</b> Present	accuracy of various		
	reasoning, and	information, findings and	presentations and note any		
lι	use of	supporting evidence	discrepancies.		
	evidence and	clearly, concisely, and			
1	rhetoric.	logically. The content,	Define viewpoint of the		
		organization,	speaker about the		
	SL4: Present	development, and style	situation/topic being		
i	information,	are appropriate to task,	presented		
l l	findings, and	purpose, and audience.	Determine a speaker's		
	supporting		viewpoint and explain		
	evidence such	<b>SL.11-12.5</b> Make	his/her reasoning.		
	that listeners	strategic use of digital	Define rhetoric		
	can follow the	media (e.g., textual,	Identify when a speaker		
	line of	graphical, audio, visual,	uses evidence and /or		
1	reasoning and	and interactive elements)	rhetoric and analyze how		
t	the	in presentations to	these techniques strengthen		
	organization,	enhance understanding of	his/her viewpoint or		
	development,	findings, reasoning, and	purpose.		
	and style are	evidence and to add	Assess the stance, premises,		
	appropriate to	interest.	links among ideas, word		
	task, purpose,		choice, points of emphasis,		
	and audience.	SL.11-12.6 Adapt speech	and tone used by the		
		to a variety of contexts	speaker.		

C.	SL5: Make	and tasks, demonstrating			
		a command of formal	Present information,		
	strategic use of digital	English when indicated	findings, and/or supporting		
	_	C	C , 11 C		
	nedia and	or appropriate.	evidence clearly, concisely,		
	visual displays		and logically to convey a		
	of data to	<b>L.11-12.1.A</b> Apply the	clear and distinct		
	express	understanding that usage	perspective.		
	nformation	is a matter of convention,	Present information in a		
	and enhance	can change over time,	sequence that allows the		
	ınderstanding	and is sometimes	listener to follow my line of		
Oi		contested.	reasoning.		
pı	presentations.		Address alternative or		
		<b>L.11-12.3.A</b> Vary syntax	opposing perspectives in		
	SL6: Adapt	for effect, apply an	my presentation.		
sp	speech to a	understanding of syntax	Prepare a presentation with		
Va	ariety of	to the study of complex	organization, development,		
co	contexts and	texts	substance, and style that are		
co	communicativ		appropriate to purpose,		
e	e tasks,	<b>L.11-12.4.A</b> Use context	trask, audience, and a range		
de	demonstrating	(e.g., the overall meaning	of formal and informal		
co	command of	of a sentence, paragraph,	tasks.		
fc	formal	or text; a word's position			
E	English when	or function in a sentence)	Identify the parts of the		
in	ndicated or	as a clue to the meaning	presentation, including		
a	appropriate.	of a word or phrase.	findings, reasoning, and		
		_	evidence, that could use		
	L <b>2:</b>	L.11-12.4.B Identify and	clarification, strengthening,		
D	Demonstrate	correctly use patterns of	and /or additional interest.		
co	command of	word changes that	Integrate appropriate digital		
th	he	indicate different	media in a strategic manner		
co	conventions of	meanings or parts of	to improve my		
st	standard	speech (e.g., conceive,	presentation.		
E	English	conception, conceivable).			
	capitalization,	- /	Identify various reasons for		
	ounctuation,	L.11-12.4.C: Consult	speaking.		
aı	and spelling	general and specialized	Determine speaking tasks		
w	when writing.	reference materials (e.g.,	that require a formal		
		dictionaries, glossaries,	structure.		

		these mint	Compaga a formed are and		
	T 2. A. 1	thesauruses), both print	Compose a formal speech		
	L3: Apply	and digital, to find the	that demonstrates a		
	knowledge of	pronunciation of a word	command of 11-12		
	language to	or determine or clarify its	language standards.		
	understand	precise meaning, its part			
	how language	of speech, its etymology,	Recognize that conventions		
	functions in	or its standard usage.	of standard English usage		
	different		can change over time.		
	contexts, to	<b>L.11-12.4.D:</b> Verify the	Recognize that certain		
	make effective	preliminary	standard English usage can		
	choices for	determination of the	be contested, and		
	meaning or	meaning of a word or	individuals can dispute		
	style, and to	phrase (e.g., by checking	what is correct/proper.		
	comprehend	the inferred meaning in	Consult reference materials		
	more fully	context or in a	to resolve issues of		
	when reading	dictionary).	complex or contested usage		
	or listening.		of standard English.		
		<b>L.11-12.5.A</b> Interpret			
	L4:	figures of speech (e.g.,	Identify how language		
	Determine or	hyperbole, paradox) in	functions in different		
	clarify the	context and analyze their	contexts.		
	meaning of	role in the text.	Analyze the context of		
	unknown and		various texts and determine		
	multiple-mean		how language choice		
	ing words and		affects meaning, style, and		
	phrases by		comprehension.		
	using context		Explain that syntax refers		
	clues,		to how words are arranged		
	analyzing		to form sentences.		
	meaningful		Identify regular and		
	word parts,		irregular syntax.		
	and consulting		Write using varied syntax		
	general and		and consult references for		
	specialized		guidance as needed.		
	reference		Recognize that writers		
	materials, as		creatively employ varied/		
	appropriate.		irregular syntax to convey		
	-L L L		imagery, to create rhyme		
	l	l .	gorj, to oroute myme		

			L5:		schemes, to emphasize			
			Demonstrate		ideas, etc.			
			understanding					
			of word		Infer the meaning of			
			relationships		unknown words using			
			and nuances		context clues.			
			in word		Recognize and define			
			meanings.		common affixes and roots.			
					Break words into units to			
					infer their meaning.			
					Use patterns of word			
					changes to determine a			
					work's meaning or part of			
					speech.			
					Verify inferences of			
					meaning, part of speech,			
					etymology and/or standard			
					usage by consulting			
					reference books.			
					Define and identify forms			
					of figurative language.			
					Interpret figures of speech			
					and analyze their role			
					overall in the text.			
					Recognize different			
					denotative meanings.			
					Analyze how certain words			
					and phrases tha have			
					similar denotations can			
					carry different nuances.			
Unit 6:	What do	Effective	RL1: Read	RL.11-12.1	Define textual evidence.	Common	6.1.12.D16a	CRP1. Act as a
Romanticis	good readers	readers use a	closely to	Cite strong and thorough	Define inference and	Assessment:	Analyze the	responsible and
m / 4-6	do?	variety of	determine	textual evidence and	explain how a reader uses	Romantic	impact of	contributing
Weeks	Am I clear	strategies to	what the text	make relevant	textual evidence to reach a	Assessment	American	citizen and
	about what I	make sense of	says explicitly	connections to support	logical conclusion.		culture on	employee
	just read?	key ideas and	and to make	analysis of what the text	Read closely and find	Required	other world	
	How do I	details	logical	says explicitly as well as	answers explicitly in the	Summative:	cultures	

know?	presented in	inferences and	inferences drawn from	text and answers that	Narrative Writing*	from	
	text.	relevant	the text, including	require inference.	Drama	multiple	
Author's		connections	determining where the	Analyze an author's words	Interpretation	perspectives.	
choice: Why	Analyzing	from it; cite	text leaves matters	and determine multiple	Tests and quizzes		
does it	texts for	specific	uncertain.	pieces of textual evidence	In-class writing		
matter?	structure,	textual		that strongly and	Critiques		
What makes	purpose, and	evidence	RL.11-12.2	thoroughly support both			
a story a	viewpoint	when writing	Determine two or more	explicit and inferential	Formative:		
"great"	allows an	or speaking to	themes or central ideas of	questions.	<ul> <li>Analysis of a</li> </ul>		
story?	effective reader	support	a text and analyze their	Determine places in the text	variety of poems		
	to gain insight	conclusions	development over the	that leave matters	<ul> <li>Close reading of</li> </ul>		
In what	and strengthen	drawn from	course of the text,	uncertain.	a variety of		
ways does	understanding.	the text.	including how they		works		
creative			interact and build on one	Define theme.	<ul> <li>Jigsaw project</li> </ul>		
choice	To gain keener	RL2:	another to produce a	Analyze plot to determine	<ul> <li>Guided Notes</li> </ul>		
impact an	insight into the	Determine	complex account; provide	two or more themes.	<ul> <li>In-class</li> </ul>		
audience?	integration of	central ideas	an objective summary of	Determine how multiple	write/Journal		
Whose story	knowledge and	or themes of a	the text.	themes in a text develop	entries		
is it, and	ideas, effective	text and		and interact to build on one	<ul> <li>Dramatic</li> </ul>		
why does it	readers analyze	analyze their	RL.11-12.4	another and produce a	viewing and		
matter?	and evaluate	development;	Determine the meaning	complex account.	interpretation		
	content,	summarize the	of words and phrases as	Define summar.	<ul> <li>Textual</li> </ul>		
What do	reasoning, and	key	they are used in the text,	Compose an objective	annotations		
good readers	claims in	supporting	including figurative and	summary stating the key	<ul> <li>Comparison/Co</li> </ul>		
do?	diverse	details and	connotative meanings;	points of the text.	ntrast Chart		
"Cut and	formats.	ideas.	analyze the impact of				
Paste:"			specific word choices on	Define and identify various			
What's the	Effective		meaning and tone,	forms of figurative			
problem?	research	RL4: Interpret	including words with	language.			
	presents an	words and	multiple meanings or	Distinguish between literal			
Why write?	answer to a	phrases as	language that is	and figurative language.			
What do	question,	they are used	particularly fresh,	Recognize the difference			
good writers	demonstrates	in a text,	engaging, or beautiful.	between denotative and			
do?	understanding	including	(Include Shakespeare as	connotative meanings.			
	of the inquiry,	determining	well as other authors.)	Analyze how an author's			
What makes	and properly	technical,		choice of specific words			
collaboratio	cites	connotative,	RL.11-12.7	evokes a particular meaning			
n	information	and figurative	Analyze multiple	or tone in a text and explain			

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	meaningful?	from multiple	meanings, and	interpretations of a story,	how using language in a		
	Making	sources.	analyze how	drama, or poem (e.g.,	new way creates an		
	meaning		specific word	recorded or live	engaging overall effect.		
	from a	Effective	choices shape	production of a play or	Analyze how specific word		
	variety of	writers use a	meaning or	recorded novel or	choices build on one		
	sources:	variety of	tone.	poetry), evaluating how	another to create a		
	What will	formats to		each version interprets	cumulative impact on the		
	help?	communicate	W3: Write	the source text.	overall meaning and tone of		
		ideas	narratives to		the text.		
	What makes	appropriate for	develop real	W.11-12.3A Engage and			
	a	the audience,	or imagined	orient the reader by	Identify multiple		
	presentation	task, and time	experiences or	setting out a problem,	interpretations of the same		
	"great"?	frame.	events using	situation, or observation	source text.		
	"What I		effective	and its significance,	Analyze how authors		
	say" versus	Comprehensio	technique,	establishing one or	interpret a source text in		
	"how I say	n is enhanced	well-chosen	multiple point(s) of view,	different mediums.		
	it", does it	through a	details, and	and introducing a narrator	Evaluate various works that		
	really	collaborative	well-structure	and/or characters; create	have drawn on or		
	matter?	process of	d event	a smooth progression of	transformed the same		
		sharing and	sequences.	experiences or events.	source material and explain		
	Why do	evaluating			the varied interpretations of		
	rules of	ideas.	W4: Produce	W.11-12.3B	different authors.		
	language		clear and	Use narrative techniques,			
	matter?		coherent	such as dialogue, pacing,	Define narrative and		
	Communicat		writing in	description, reflection,	describe the basic parts of		
	ing clearly:		which the	and multiple plot lines, to	plot.		
	What does it	Presentation of	development,	develop experiences,	Engage the reader by		
	take?	knowledge and	organization,	events, and/or characters.	introducing one or more		
		ideas is	and style are		points of view, the narrator,		
	How does	enhanced	appropriate to	W.11-12.3C	characters, setting, and a		
	situation	through	task, purpose,	Use a variety of	problem, situation, or		
	affect	appropriate	and audience.	techniques to sequence	observation and its		
	meaning?	organization		events so that they build	significance.		
	How does	and style for an	W5: Develop	on one another to create a	Use narrative technique		
	author's	audience via	and strengthen	coherent whole and build			
	choice	the use of	writing as	toward a particular tone			
	impact an	visual displays,	needed by	and outcome (e.g., a			
	audience?	technology,	planning,	sense of mystery,			

		and the	revising,	suspense, growth, or		
	When a	appropriate use	editing,	resolution).		
	word does	of language.	rewriting, or			
	not make		trying a new	W.11-12.3D		
l I	sense, what	Effective	approach.	Use precise words and		
	can I do?	communication		phrases, telling details,		
	How do I	of ideas when	W6: Use	and sensory language to		
	use what I	speaking or	technology,	convey a vivid picture of		
l I	know to	writing relies	including the	the experiences, events,		
	figure out	on the	Internet, to	setting, and/or characters.		
	what I do	appropriate use	produce and	37		
	not know?	of the	publish	W.11-12.3E		
		conventions of	writing and to	Provide a conclusion that		
	When a	language.	interact and	follows from and reflects		
	word does		collaborate	on what is experienced,		
	not make	Effective	with others.	observed, or resolved		
	sense, what	readers,		over the course of the		
	can I do?	writers, and	W7: Conduct	narrative.		
	How do I	listeners use	short as well			
	use what I	knowledge of	as more	W.11-12.4 Produce clear		
	know to	language to	sustained	and coherent writing in		
	figure out	make	research	which the development,		
	what I do	appropriate	projects,	organization, and style		
	not know?	choices when	utilizing an	are appropriate to task,		
		presenting	inquiry-based	purpose, and audience.		
		information	research			
		and to clarify	process, based	<b>W.11-12.5</b> Develop and		
		meaning when	on focused	strengthen writing as		
		reading or	questions,	needed by planning,		
		listening.	demonstrating	revising, editing,		
			understanding	rewriting, trying a new		
		Effective	of the subject	approach, or consulting a		
		readers and	under	style manual (such as		
		writers use	investigation.	MLA or APA Style),		
		knowledge of		focusing on addressing		
		the structure	<b>W9:</b> Draw	what is most significant		
		and context of	evidence from	for a specific purpose and		
		language to	literary or	audience.		

acquire, clarify,	informational			
and	texts to	W.11-12.6		
appropriately	support	Use technology,		
use vocabulary.	analysis,	including the Internet, to		
use vocabulary.				
	reflection, and	produce, share, and		
Ecc.	research.	update individual or		
Effective	*****	shared writing products		
readers and	W10: Write	in response to ongoing		
writers use	routinely over	feedback, including new		
knowledge of	extended time	arguments or		
the structure	frames (time	information.		
and context of	for research,			
language to	reflection, and	<b>W.11-12.7</b> . Conduct		
acquire, clarify	revision) and	short as well as more		
and	shorter time	sustained research		
appropriately	frames (a	projects to answer a		
use vocabulary.	single sitting	question (including a		
	or a day or	self-generated question)		
	two) for a	or solve a problem;		
	range of tasks,	narrow or broaden the		
	purposes, and	inquiry when appropriate;		
	audiences.	synthesize multiple		
		sources on the subject,		
	SL1: Prepare	demonstrating		
	for and	understanding of the		
	participate	subject under		
	effectively in	investigation.		
	a range of			
	conversations	W.11-12.9A		
	and	Apply grades 11–12		
	collaborations	Reading standards to		
	with diverse	literature (e.g.,		
	partners,	"Demonstrate knowledge		
	building on	of eighteenth-,		
	others' ideas	nineteenth- and		
	and	early-twentieth-century		
		foundational works,		
	expressing	-		
	their own	including how two or		

		$\neg$
clearly and	more texts from the same	
persuasively.	period treat similar	
	themes or topics").	
L1:		
Demonstrate	W.11-12.10	
command of	Write routinely over	
the	extended time frames	
conventions of	(time for research,	
standard	reflection, and revision)	
English	and shorter time frames	
grammar and	(a single sitting or a day	
usage when	or two) for a range of	
writing or	tasks, purposes.	
speaking.		
	SL.11-12.1A	
L4:	Come to discussions	
Determine or	prepared, having read and	
clarify the	researched material under	
meaning of	study; explicitly draw on	
unknown and	that preparation by	
multiple-mean	referring to evidence	
ing words and	from texts and other	
phrases by	research on the topic or	
using context	issue to stimulate a	
clues,	thoughtful, well reasoned	
analyzing	exchange of ideas.	
meaningful		
word parts,	SL.11-12.1B	
and consulting	Collaborate with peers to	
general and	promote civil, democratic	
specialized	discussions and	
reference	decision-making, set	
materials, as	clear goals and	
appropriate.	assessments (e.g. student	
	developed rubrics), and	
L5:	establish individual roles	
Demonstrate	as needed.	
understanding		

	of word	L.11-12.1A
	relationships	Apply the understanding
	and nuances	that usage is a matter of
	in word	convention, can change
	meanings.	over time, and is
		sometimes contested.
	L6: Acquire	
	and use	L.11-12.4A
	accurately a	Use context (e.g., the
	range of	overall meaning of a
	general	sentence, paragraph, or
	academic and	text; a word's position or
	domain-specif	function in a sentence) as
	ic words and	a clue to the meaning of a
	phrases	word or phrase.
	sufficient for	
	reading,	L.11-12.4B Identify and
	writing,	correctly use patterns of
	speaking, and	word changes that
	listening at the	indicate different
	college and	meanings or parts of
	career	speech (e.g., conceive,
	readiness	conception, conceivable).
	level;	
	demonstrate	L.11-12.4C Consult
	independence	general and specialized
	in gathering	reference materials (e.g.,
	vocabulary	dictionaries, glossaries,
	knowledge	thesauruses), both print
	when	and digital, to find the
	encountering	pronunciation of a word
	an unknown	or determine or clarify its
	term	precise meaning, its part
	important to	of speech, its etymology,
	comprehensio	or its standard usage.
	n or	
	expression.	L.11-12.4D
	r	Verify the preliminary
	I	rong the premiming

determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  L.11-12.5A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  L.11-12.5B Analyze nuances in the meaning of words with similar denotations.	
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.	

Unit 7:	How does a	Effective	RL1: Read	RL.11-12.1.	Define textual evidence.	Common	6.1.12.D16a	CRP1. Act as a
Exploring	reader	readers use a	closely to	Cite strong and thorough	Define inference and	Assessment:	Analyze the	responsible and
Global	determine	variety of	determine	textual evidence and	explain how a reader uses	<ul> <li>Analyzing</li> </ul>	impact of	contributing
Cultures /	central ideas	strategies to	what the text	make relevant	textual evidence to reach a	Narrative Fiction	American	citizen and
4-6 Weeks	or themes of	make sense of	says explicitly	connections to support	logical conclusion.		culture on	employee
	a text and	key ideas and	and to make	analysis of what the text	Read closely and find	<b>Summative:</b>	other world	CRP4.
	analyze their	details	logical	says explicitly as well as	answers explicitly in the	<ul> <li>Tests and</li> </ul>	cultures	Communicate
	development	presented in	inferences and	inferences drawn from	text and answers that	quizzes	from	clearly and
	?	text.	relevant	the text, including	require inference.	<ul> <li>Visual Essay*</li> </ul>	multiple	effectively and
			connections	determining where the	Analyze an author's words	<ul> <li>Socratic</li> </ul>	perspectives.	with reason.
	How does a	Analyzing	from it; cite	text leaves matters	and determine multiple	Seminar		CRP12. Work
	reader	texts for	specific	uncertain.	pieces of textual evidence	Questions		productively in
	interpret	structure,	textual		that strongly and			teams while
	words and	purpose, and	evidence	<b>RL.11-12.2.</b> Determine	thoroughly support both	Formative:		using cultural
	phrases as	viewpoint	when writing	two or more themes or	explicit and inferential	<ul> <li>Test and quizzes</li> </ul>		global
	they are	allows an	or speaking to	central ideas of a text and	questions.	<ul> <li>Socratic</li> </ul>		competence.
	used in a	effective reader	support	analyze their	Determine places in the text	Discussions		
	text?	to gain insight	conclusions	development over the	that leave matters	<ul> <li>Guided Notes</li> </ul>		
		and strengthen	drawn from	course of the text,	uncertain.	<ul> <li>essay drafting</li> </ul>		
	How does	understanding.	the text.	including how they		Web-research		
	the reader			interact and build on one	Define theme.	and evaluation		
	analyze how	To gain keener	RL2:	another to produce a	Analyze plot to determine	• Peer editing		
	an author's	insight into the	Determine	complex account; provide	two or more themes.	• Collaborative		
	choices .	integration of	central ideas	an objective summary of	Determine how multiple	learning groups		
	concerning	knowledge and	or themes of a	the text.	themes in a text develop	• Textual		
	how to	ideas, effective	text and	DI 11 12 2 4 1 1	and interact to build on one	annotations		
	structure	readers analyze	analyze their	RL.11-12.3 Analyze the	another and produce a	• Discussion		
	specific	and evaluate	development;	impact of the author's	complex account.	leader		
	parts of a	content,	summarize the	choices regarding how to	Define summary.	• Literary Circles		
	text,	reasoning, and claims in	key	develop and relate elements of a story or	Compose an objective summary stating the key	<ul> <li>Close reading</li> </ul>		
	its overall	diverse	supporting details and	drama (e.g., where a story	points of the text.			
	structure	formats.	ideas.	is set, how the action is	points of the text.			
	and meaning	ioimats.	iucas.	ordered, how the	Identify an author's			
	as well as its	Writing should	RL3: Analyze	characters are introduced	viewpoint in a text.			
	aesthetic	be purposely	how and why	and developed).	Analyze words stated			
	impact?	focused,	individuals,	una acveropea).	directly in a text and			
	impact:	detailed,	events, and	RL.11-12.6	determine when an author			
L	1	detailed,	C vonto, una	111-12-0	acterimine when an author			

Но	ow does	organized, and	ideas develop	Analyze a case in which	is requiring the reader to		
	e reader	sequenced in a	and interact	grasping a point of view	make an inference as to		
	etermine or	way that	over the	requires distinguishing	what is really meant.		
	arify the	clearly	course of a	what is directly stated in	Recognize when authors		
	-	•		a text from what is really			
	eaning of	communicates	text.		use literary techniques to		
	ıknown	the ideas to the	DI C	meant (e.g., satire,	shape the content and style		
and		reader.	RL6: Assess	sarcasm, irony, or	of a text.		
	ultiple-me	D 1 '	how point of	understatement).	71 .:0		
	ing words	Producing	view or		Identify various documents		
	nd phrases	clear ideas as a	purpose	RL.11-12.9	of historical and literary		
	ised on	writer involves	shapes the	Demonstrate knowledge	significance.		
	rades	selecting	content and	of and reflect on (e.g.	Identify and analyze themes		
	!-12	appropriate	style of a text.	practical knowledge,	found in various documents		
	ading and	style and		historical/cultural	of historical and literary		
CON	ontent?	structure for an	RL9: Analyze	context, and background	significance.		
		audience and is	and reflect on	knowledge) eighteenth-,	Analyze and explain how		
		strengthened	how two or	nineteenth- and early	different documents of		
		through	more texts	twentieth-century	historical and literary		
		revision and	address	foundational works of	significance treat similar		
		technology.	similar themes	literature, including how	themes or topics.		
			or topics in	two or more texts from	Analyze how the viewpoint		
			order to build	the same period treat	of an author impacts his/her		
		Effective	knowledge or	similar themes or topics.	approach to a theme or		
		research	to compare	_	topic found in a particular		
		presents an	the	RI.11-12.8 Describe and	time period.		
		answer to a	approaches	evaluate the reasoning in			
		question,	the authors	seminal U.S. and global	Determine the purpose		
		demonstrates	take.	texts, including the	behind the creation of		
		understanding		application of	documents of historical and		
		of the inquiry,	RI8:	constitutional principles	literary significance.		
		and properly	Delineate and	and use of legal	Explain the themes,		
		cites	evaluate the	reasoning (e.g., in U.S.	purposes, and rhetorical		
		information	argument and	Supreme Court majority	features in documents of		
		from multiple	specific	opinions and dissents)	historical or literary		
		sources.	claims in a	and the premises,	significance.		
			text, including	purposes, and arguments	Identify and evaluate		
		Effective	the validity of	in works of public	significant documents		
		writers use a	the reasoning	advocacy (e.g., The	including primary source		
		writers use a	the reasoning	advocacy (e.g., The	including primary source		

variety of	as well as the	Federalist, presidential	documents.		
formats to	relevance and	addresses).	Write information while		
communicate	sufficiency of	,	maintaining an objective		
ideas	the evidence.	<b>W.11-12.2.A</b> . Introduce a	tone and formal style that		
appropriate for		topic; organize complex	includes an introduction		
the audience,	W1: Write	ideas, concepts, and	that previews what is to		
task, and time	arguments to	information so that each	follow, supporting details,		
frame.	support claims	new element builds on	varied transitions, and		
	in an analysis	that which precedes it to	syntax, and a concluding		
Comprehensio	of substantive	create a unified whole;	statement/section that		
n is enhanced	topics or texts,	include formatting (e.g.,	supports the information		
through a	using valid	headings), graphics (e.g.,	presented.		
collaborative	reasoning and	figures, tables), and			
process of	relevant and	multimedia when useful	Recognize when the text is		
sharing and	sufficient	to aiding comprehension.	too easy or too difficult for		
evaluating	evidence.		me.		
ideas.		W.11-12.2.B	Determine reading		
	W2: Write	Develop the topic	strategies that will help me		
	informative/ex	thoroughly by selecting	comprehend difficult texts.		
	planatory texts	the most significant and	Choose a topic and identify		
	to examine	relevant facts, extended	and select the most		
Effective	and convey	definitions, concrete	significant and relevant		
communication	complex ideas	details, quotations, or	information to develop and		
of ideas when	and	other information and	share with my audience.		
speaking or	information	examples appropriate to	Determine the structure that		
writing relies	clearly and	the audience's knowledge	will organize complex ideas		
on the	accurately	of the topic.	so that each new element		
appropriate use	through the		builds on what precedes it.		
of the	effective	W.11-12.2.C	Analyze the information,		
conventions of	selection,	Use appropriate and	identify domain-specific		
language.	organization,	varied transitions and	vocabulary for a topic,		
	and analysis	syntax to link the major	incorporate techniques such		
Effective	of content.	sections of the text, create	as metaphor, simile, and		
readers and		cohesion, and clarify the	analogy, and organize		
writers use	W4: Produce	relationships among	information into broader		
knowledge of	clear and	complex ideas and	categories using the		
the structure	coherent	concepts.	appropriate structure.		
and context of	writing in				

language to	which the	W.11-12.2.D	Identify the writing style		
acquire, clarify,	development,	Use precise language,	that best fits the task,		
and	organization,	domain-specific	purpose, and audience.		
appropriately	and style are	vocabulary, and	Use organizational/		
use vocabulary	appropriate to	techniques such as	formatting structures to		
	task, purpose,	metaphor, simile, and	develop writing ideas.		
	and audience.	analogy to manage the	Compose a clear and		
		complexity of the topic.	logical piece of writing that		
	<b>W9:</b> Draw	r y y	demonstrates an		
	evidence from	W.11-12.2.E	understanding of a specific		
	literary or	Establish and maintain a	writing style.		
	informational	style and tone appropriate	2 3		
	texts to	to the audience and	Use prewriting strategies to		
	support	purpose (e.g. formal and	formulate ideas.		
	analysis,	objective for academic	Recognize that a		
	reflection, and	writing) while attending	well-developed piece of		
	research.	to the norms and	writing requires more than		
		conventions of the	one draft.		
	W10: Write	discipline in which they	Apply revision strategies		
	routinely over	are writing.	with and without the help		
	extended time	_	of others.		
	frames (time	W.11-12.2F	Edit writing by checking		
	for research,	Provide a concluding	for errors in capitalization,		
	reflection, and	paragraph or section that	punctuation, grammar,		
	revision) and	supports the argument	spelling, etc.		
	shorter time	presented (e.g.,	Analyze my writing to		
	frames (a	articulating implications	determine if the purpose		
	single sitting	or the significance of the	and audience have been		
	or a day or	topic).	fully addressed and revise		
	two) for a		when necessary.		
	range of tasks,	W.11-12.4 Produce clear	Prepare multiple drafts		
	purposes, and	and coherent writing in	using revisions and edits to		
	audiences.	which the development,	develop and strengthen the		
		organization, and style	writing.		
	SL1: Prepare	are appropriate to task,	Recognize when revising,		
	for and	purpose, and audience.	editing, and rewriting are		
	participate		not enough, and a new		
	effectively in		approach needs to be		

	a range of	<b>W.11-12.5</b> Develop and	attempted.		
	conversations	strengthen writing as			
	and	needed by planning,	Define research and		
	collaborations	revising, editing,	distinguish how research		
	with diverse	rewriting, trying a new	differs from other types of		
	partners,	approach, or consulting a	writing.		
	building on	style manual (such as	Focus research around a		
	others' ideas	MLA or APA Style),	problem to be solved, a		
	and	focusing on addressing	central question is		
	expressing	what is most significant	provided, or a		
	their own	for a specific purpose and	self-generated question.		
	clearly and	audience.	Choose several sources and		
	persuasively.	addience.	synthesize information to		
	persuasivery.	W.11-12.7 Conduct short	answer a research inquiry.		
	L1:	as well as more sustained	Create a research		
	Demonstrate	research projects to	paper/project to		
	command of	answer a question	demonstrate understanding		
	the	(including a	of a subject.		
	conventions of	self-generated question)	or a subject.		
	standard	or solve a problem;	Define textual evidence.		
	English	narrow or broaden the	Determine textual evidence		
	grammar and	inquiry when appropriate;	that supports analysis,		
	usage when	synthesize multiple	reflection, and/or research.		
	writing or	sources on the subject,	Compose written responses		
		demonstrating	that include textual		
	speaking.				
		understanding of the	evidence to strengthen my		
	L4:	subject under	analysis, reflection, and/or		
	Determine or	investigation.	research.		
		W 11 12 0 A	Determine a modified Comment		
	clarify the	W.11-12.9.A	Determine a writing format/		
	meaning of	Apply grades 11–12	style appropriate to task,		
	unknown and	Reading standards to	purpose, and audience.		
	multiple-mean	literature (e.g.,	Write for a variety of		
	ing words and	"Demonstrate knowledge	reasons.		
	phrases by	of eighteenth-,	Recognize that different		
	using context	nineteenth- and	writing tasks require varied		
	clues,	early-twentieth-century	time frames to complete.		
	analyzing	foundational works,			

meaningful	including how two or	Review and/or research		
word parts,	more texts from the same	materials to be discussed		
and consulting	period treat similar	and determine key points		
general and	themes or topics").	and/or central ideas.		
specialized	themes of topies ).	Create questions and locate		
reference	W.11-12.10	key textual evidence to		
materials, as	Write routinely over	contribute to a discussion		
	extended time frames	on a given topic.		
appropriate.	(time for research,	Work with peers to define		
L5:		the rules and roles		
	reflection, and revision)			
Demonstrate	and shorter time frames	necessary to promote civil		
understanding	(a single sitting or a day	discussion and stimulate a		
of word	or two) for a range of	thoughtful well-reasoned		
relationships	tasks, purposes.	exchange of ideas.		
and nuances	GT 11 10 1 1 G	Participate in discussion by		
in word	<b>SL.11-12.1.A</b> Come to	posing questions that		
meanings.	discussions prepared,	connect the ideas of several		
	having read and	speakers, responding to		
L6: Acquire	researched material under	questions, and elaborating		
and use	study; explicitly draw on	on my own ideas and/or the		
accurately a	that preparation by	ideas of others to ensure a		
range of	referring to evidence	full range of positions on a		
general	from texts and other	topic or issue.		
academic and	research on the topic or	Propel conversations by		
domain-specif	issue to stimulate a	clarifying, verifying, or		
ic words and	thoughtful, well reasoned	challenging ideas and		
phrases	exchange of ideas.	conclusions to promote		
sufficient for		divergent and creative		
reading,	SL.11-12.2.B Collaborate	perspectives.		
writing,	with peers to promote			
speaking, and	civil, democratic	Recognize that conventions		
listening at the	discussions and	of standard English usage		
college and	decision-making, set	can change over time.		
career	clear goals and	Recognize that certain		
readiness	assessments (e.g. student	standard English usage can		
level;	developed rubrics), and	be contested, and		
demonstrate	establish individual roles	individuals can dispute		
independence	as needed.	what is correct/proper.	_	

:		Consult reference materials		
in gathering	GT 11 12 2 G			
vocabulary	SL.11-12.2.C	to resolve issues of		
knowledge	Propel conversations by	complex or contested usage		
when	posing and responding to	of standard English.		
encountering	questions that probe			
an unknown	reasoning and evidence;	Infer the meaning of		
term	ensure a hearing for a full	unknown words using		
important to	range of positions on a	context clues.		
comprehensio	topic or issue; clarify,	Recognize and define		
n or	verify, or challenge ideas	common affixes and roots.		
expression.	and conclusions; and	Break words into units to		
1	promote divergent and	infer their meaning.		
	creative perspectives.	Use patterns of word		
		changes to determine a		
	L.11-12.1.A	work's meaning or part of		
	Apply the understanding	speech.		
	that usage is a matter of	Verify inferences of		
	convention, can change	meaning, part of speech,		
	over time, and is	etymology and/or standard		
	sometimes contested.	usage by consulting		
	sometimes contested.	reference books.		
	L.11-12.4.A	reference books.		
	Use context (e.g., the	Recognize different		
	overall meaning of a	denotative meanings.		
	sentence, paragraph, or	Analyze how certain words		
	text; a word's position or	and phrases that have		
	function in a sentence) as	similar denotations can		
	,			
	a clue to the meaning of a	carry different nuances.		
	word or phrase.	December the difference		
	L 11 12 4 D	Recognize the difference		
	L.11-12.4.B	between general academic		
	Identify and correctly use	words and phrases and		
	patterns of word changes	domain-specific words and		
	that indicate different	phrases.		
	meanings or parts of	Acquire and use college		
	speech (e.g., conceive,	and career readiness level		
	conception, conceivable).	academic and		
		domain-specific		

I 11 12 4 C			
L.11-12.4.C	words/phrases to		
Consult general and	demonstrate proficiency in		
specialized reference	reading, writing, speaking,		
materials (e.g.,	and listening.		
dictionaries, glossaries,	Consider vocabulary		
thesauruses), both print	knowledge including		
and digital, to find the	denotation, nuance,		
pronunciation of a word	etymology, etc. and		
or determine or clarify its	determine the most		
precise meaning, its part	appropriate words or		
of speech, its etymology,	phrases to express overall		
or its standard usage	meaning.		
	Gather vocabulary		
L.11-12.4.D	knowledge independently		
Verify the preliminary	when considering a word or		
determination of the	phrase important to		
meaning of a word or	comprehension or		
phrase (e.g., by checking	expression.		
the inferred meaning in	enpression.		
context or in a			
dictionary).			
dictionary).			
<b>L.11-12.5.B</b> Analyze			
nuances in the meaning			
of words with similar			
denotations.			
denotations.			
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			

	1	T	1	_	1		1	
				independence in				
				gathering vocabulary				
				knowledge when				
				considering a word or				
				phrase important to				
				comprehension or				
				expression.				
Unit 8:	How does a	Analyzing	RL4:	RL.11-12.4	Define and identify various	Common	8.1.12.A.2	CRP1. Act as a
From	reader	texts for	Interpret	Determine the meaning	forms of figurative	Assessment:	Produce and	responsible and
Modernis	analyze the	structure,	words and	of words and phrases as	language.	• In-Class essay	edit a	contributing
m to Now /	impact of	purpose, and	phrases as	they are used in the text,	Distinguish between literal	o in Class Cssay	multi-page	citizen and
4-6 Weeks	the author's	viewpoints	they are used	including figurative and	and figurative language.	Summative:	digital	employee
1 0 WEEKS	choices	allows an	in a text,	connotative meanings;	Recognize the difference	• Tests and	document	CRP4.
	regarding	effective reader	including	analyze the impact of	between denotative and	quizzes	for a	Communicate
	how to	to gain insight	determining	specific word choices on	connotative meanings.	Visual Essay	commercial	clearly and
	develop and	and strengthen	technical,	meaning and tone,	Analyze how an author's	Socratic	or	effectively and
	relate	understanding.	connotative,	including words with	choice of specific words	Seminar	professional	with reason.
	elements of	understanding.	and figurative	multiple meanings or	evokes a particular meaning	Questions	audience and	CRP6.
	a drama?	To gain keener	meanings, and	language that is	or tone in a text and explain	Questions	present it to	Demonstrate
	How does	insight into the	analyze how	particularly fresh,	how using language in a	Formative:	peers and/or	creativity and
	the reader	integration of	specific word	engaging, or beautiful.	new way creates an	• Test and quizzes	professionals	innovation.
			choices shape			• Socratic	in that	CRP11. Use
	cite strong	knowledge and		(e.g., Shakespeare as well	engaging overall effect.	Discussions	related area	
	and	ideas, effective	meaning or	as other authors.)	Analyze how specific word choices build on one	Guided Notes		technology to
	thorough	readers analyze	tone.	DI 11 12 7 A 1 1			for review.	enhance
	textual	and evaluate	DI 7 A 1	RL.11-12.5 Analyze how	another to create a	• essay drafting		productivity
	evidence to	content,	RL5: Analyze	an author's choices	cumulative impact on the	Web-research		CRP12. Work
	support	reasoning, and	the structure	concerning how to	overall meaning and tone of	and evaluation		productively in
	analysis of	claims in	of texts,	structure specific parts of	the text.	• Peer editing		teams while
	what the text	diverse	including how	a text (e.g., the choice of		• Collaborative		using cultural
	says	formats.	specific	where to begin or end a	Determine how an author	learning groups		global
	explicitly as		sentences,	story, the choice to	chose to structure specific	Textual		competence.
	well as	Effective	paragraphs,	provide a comedic or	parts of a text.	annotations		
	inferences	readers use a	and larger	tragic resolution)	Analyze specific parts of	<ul> <li>Discussion</li> </ul>		
	drawn from	variety of	portions of the	contribute to its overall	the text and explain how	leader		
	the text,	strategies to	text (e.g., a	structure and meaning as	the individual parts fit into	<ul> <li>Literary Circles</li> </ul>		
	including	make sense of	section,	well as its aesthetic	the overall structure.	<ul> <li>Close reading</li> </ul>		
	determining	the ideas and	chapter, scene,	impact.	Analyze how an author's			

where the	details	or stanza)		choice of structuring		
text leaves	presented in	relate to each	<b>RL.11-12.6</b> Analyze a	specific parts of a text		
matters	text.	other and the	case in which grasping a	affects the overall meaning.		
uncertain?		whole.	point of view requires	Analyze how an author's		
	To gain keener		distinguishing what is	choice of structuring		
How does a	insight into the	RL6: Assess	directly stated in a text	specific parts of a text		
reader apply	integration of	how point of	from what is really meant	creates an aesthetic impact.		
knowledge	knowledge and	view or	(e.g., satire, sarcasm,			
of language	ideas, effective	purpose	irony, or understatement)	Identify an author's		
to	readers analyze	shapes the		viewpoint in a text.		
understand	and evaluate	content and	RL.11-12.9 Demonstrate	Analyze words stated		
how	content,	style of a text.	knowledge of and reflect	directly in a text and		
language	reasoning, and		on (e.g. practical	determine when an author		
functions in	claims in	RL9: Analyze	knowledge,	is requiring the reader to		
different	diverse	and reflect on	historical/cultural	make an inference as to		
contexts, to	formats.	how two or	context, and background	what is really meant.		
make		more texts	knowledge) eighteenth-,	Recognize when authors		
effective	Producing	address	nineteenth- and early	use literary techniques to		
choices for	clear ideas as a	similar themes	twentieth-century	shape the content and style		
meaning or	writer involves	or topics in	foundational works of	of a text.		
style, and to	selecting	order to build	literature, including how			
comprehend	appropriate	knowledge or	two or more texts from	Identify various documents		
more fully	style and	to compare	the same period treat	of historical and literary		
when	structure for an	the	similar themes or topics.	significance.		
reading or	audience and is	approaches		Identify and analyze themes		
listening?	strengthened	the authors	RL.11-12.10	found in various documents		
	through	take.	By the end of grade 11,	of historical and literary		
	revision and		read and comprehend	significance.		
	technology.	RL10: Read	literature, including	Analyze and explain how		
		and	stories, dramas, and	different documents of		
	Effective	comprehend	poems at grade level	historical and literary		
	research	complex	text-complexity or above	significance treat similar		
	presents an	literary and	with scaffolding as	themes or topics.		
	answer to a	informational	needed. By the end of	Analyze how the viewpoint		
	question,	texts	grade 12, read and	of an author impacts his/her		
	demonstrates	independently	comprehend literature,	approach to a theme or		
	understanding	and	including stories, dramas,	topic found in a particular		
	of the inquiry,	proficiently	and poems, at grade level	time period.		

and properly	with	or above.		$\Box$
cites	scaffolding as		Recognize when the text I	
information	needed.	RI.11-12.8 Describe and	am reading is too easy or	
from multiple		evaluate the reasoning in	too difficult for me.	
sources.	RI8:	seminal U.S. and global	Determine reading	
	Delineate and	texts, including the	strategies that will help me	
Effective	evaluate the	application of	comprehend difficult texts.	
writers use a	argument and	constitutional principles		
variety of	specific	and use of legal	Identify technology that	
formats to	claims in a	reasoning (e.g., in U.S.	will help produce, publish,	
communicate	text, including	Supreme Court majority	and update individual or	
ideas	the validity of	opinions and dissents)	shared writing products.	
appropriate for	the reasoning	and the premises,	Determine the most	
the audience,	as well as the	purposes, and arguments	efficient technology	
task and time	relevance and	in works of public	medium to complete the	
frame.	sufficiency of	advocacy (e.g., The	writing task.	
	the evidence.	Federalist, presidential	Respond to ongoing	
Comprehensio		addresses).	feedback and/or new	
n is enhanced	W6: Use	·	arguments of information to	
through a	technology,	W.11-12.6	produce, publish, and	
collaborative	including the	Use technology,	update writing projects.	
process of	Internet, to	including the Internet, to		
sharing and	produce and	produce, share, and	Define research and	
evaluating	publish	update individual or	distinguish how research	
ideas.	writing and to	shared writing products	differs from other types of	
	interact and	in response to ongoing	writing.	
	collaborate	feedback, including new	Focus research around a	
	with others.	arguments or	problem to be solved, a	
		information.	central question is	
	W7: Conduct		provided, or a	
Presentation of	short as well	W.11-12.7 Conduct short	self-generated question.	
knowledge and	as more	as well as more sustained	Choose several sources and	
ideas is	sustained	research projects to	synthesize information to	
enhanced	research	answer a question	answer a research inquiry.	
through	projects,	(including a	Create a research	
appropriate	utilizing an	self-generated question)	paper/project to	
organization	inquiry-based	or solve a problem;	demonstrate understanding	
and style for an	research	narrow or broaden the	of a subject.	

audience via	process, based	inquiry when appropriate;		
the use of	on focused	synthesize multiple	Determine the credibility of	
visual displays,	questions,	sources on the subject,	a source.	
technology,	demonstrating	demonstrating	Assess the strengths and	
and the	understanding	understanding of the	limitations of a source to	
appropriate use	of the subject	subject under	determine those most	
of language.	under	investigation.	appropriate to the task,	
of language.	investigation.	investigation.	purpose, and audience,	
	investigation.	W.11-12.8	while avoiding	
Effective	W8: Gather	Gather relevant	over-reliance on any one	
	relevant	information from	·	
communication			source.	
of ideas when	information	multiple authoritative	Use advanced searches with	
speaking or	from multiple	print and digital sources,	multiple authoritative print	
writing relies	print and	using advanced searches	and/or digital sources	
on the	digital	effectively; assess the	effectively to gather	
appropriate use	sources,	strengths and limitations	information needed to	
of the	assess the	of each source in terms of	support research.	
conventions of	credibility and	the task, purpose, and	Avoid plagiarism.	
language.	accuracy of	audience; integrate	Determine when research	
	each source,	information into the text	data or facts must be quoted	
Effective	and integrate	selectively to maintain	and integrate the	
readers,	the	the flow of ideas,	information into my text to	
writers, and	information	avoiding plagiarism and	maintain the flow of ideas.	
listeners use	while	overreliance on any one	Follow a standard citation	
knowledge of	avoiding	source and following a	format to create a	
language to	plagiarism.	standard format for	bibliography for sources	
make		citation. (MLA or APA	and to avoid plagiarism.	
appropriate	<b>W9:</b> Draw	Style Manuals).		
choices when	evidence from		Define textual evidence.	
presenting	literary or	W.11-12.9.A	Determine textual evidence	
information	informational	Apply grades 11–12	that supports analysis,	
and to clarify	texts to	Reading standards to	reflection, and/or research.	
meaning when	support	literature (e.g.,	Compose written responses	
reading or	analysis,	"Demonstrate knowledge	that include textual	
listening.	reflection, and	of eighteenth-,	evidence to strengthen my	
	research.	nineteenth- and	analysis, reflection, and/or	
		early-twentieth-century	research.	
		foundational works,		

W10: Write	including how two or	Determine a writing format/		
routinely over	more texts from the same	style appropriate to task,		
extended time	period treat similar	purpose, and audience.		
frames (time	themes or topics").	Write for a variety of		
for research,	themes of topies ).	reasons.		
reflection, and	W.11-12.10	Recognize that different		
revision) and	Write routinely over	writing tasks require varied		
shorter time	extended time frames	time frames to complete.		
	(time for research,	time trames to complete.		
frames (a	,	D:		
single sitting	reflection, and revision)	Review and/or research		
or a day or	and shorter time frames	materials to be discussed		
two) for a	(a single sitting or a day	and determine key points		
range of tasks,	or two) for a range of	and/or central ideas.		
purposes, and	tasks, purposes.	Create questions and locate		
audiences.		key textual evidence to		
	SL.11-12.1.A	contribute to a discussion		
SL1: Prepare	Come to discussions	on a given topic.		
for and	prepared, having read and	Work with peers to define		
participate	researched material under	the rules and roles		
effectively in	study; explicitly draw on	necessary to promote civil		
a range of	that preparation by	discussion and stimulate a		
conversations	referring to evidence	thoughtful well-reasoned		
and	from texts and other	exchange of ideas.		
collaborations	research on the topic or	Participate in discussion by		
with diverse	issue to stimulate a	posing questions that		
partners,	thoughtful, well reasoned	connect the ideas of several		
building on	exchange of ideas.	speakers, responding to		
others' ideas	-	questions, and elaborating		
and	SL.11-12.1.B	on my own ideas and/or the		
expressing	Collaborate with peers to	ideas of others to ensure a		
their own	promote civil, democratic	full range of positions on a		
clearly and	discussions and	topic or issue.		
persuasively.	decision-making, set	Respond thoughtfully to		
	clear goals and	diverse perspectives;		
SL2: Integrate	assessments (e.g. student	synthesize comments,		
and evaluate	developed rubrics), and	claims, and evidence;		
information	establish individual roles	resolve contradictions when		
presented in	as needed.	possible; and determine		

diverse media		when additional		
and formats,	SL.11-12.1.D	information or research is		
including	Respond thoughtfully to	required.		
visually,	diverse perspectives;	required.		
quantitatively,	synthesize comments,	Identify various purposes		
and orally.	claims, and evidence	for presenting information		
and orany.	made on all sides of an	to a reader or audience.		
SL3: Evaluate	issue; resolve	Analyze the information		
a speaker's	contradictions when	presented in diverse media		
1				
point of view,	possible; and determine	and formats and integrate		
reasoning, and	what additional	the information in order to		
use of	information or research is	make informed decisions		
evidence and	required to deepen the	and solve problems.		
rhetoric.	investigation or complete	Evaluate the credibility and		
Presentation	the task.	accuracy of various		
of Knowledge		presentations and note any		
and Ideas	SL.11-12.2 Integrate	discrepancies.		
	multiple sources of			
SL4: Present	information presented in	Define viewpoint of the		
information,	diverse formats and	speaker about the		
findings, and	media (e.g., visually,	situation/topic being		
supporting	quantitatively, orally) in	presented		
evidence such	order to make informed	Determine a speaker's		
that listeners	decisions and solve	viewpoint and explain		
can follow the	problems, evaluating the	his/her reasoning.		
line of	credibility and accuracy	Define rhetoric.		
reasoning and	of each source and noting	Identify when a speaker		
the	any discrepancies among	uses evidence and /or		
organization,	the data.	rhetoric and analyze how		
development,		these techniques strengthen		
and style are	<b>SL.11-12.3</b> Evaluate a	his/her viewpoint or		
appropriate to	speaker's point of view,	purpose.		
task, purpose,	reasoning, and use of	Assess the stance, premises,		
and audience.	evidence and rhetoric,	links among ideas, word		
	assessing the stance,	choice, points of emphasis,		
SL5: Make	premises, links among	and tone used by the		
strategic use	ideas, word choice, points	speaker.		
of digital	of emphasis, and tone	•		

media and	used.	Present information,		
visual displa		findings, and/or supporting		
of data to	<b>SL.11-12.4</b> Present	evidence clearly, concisely,		
express	information, findings and	and logically to convey a		
information	supporting evidence	clear and distinct		
and enhance	clearly, concisely, and	perspective.		
understandin		Present information in a		
of	organization,	sequence that allows the		
presentations		listener to follow my line of		
presentations	are appropriate to task,	reasoning.		
SL6: Adapt	purpose, and audience.	Address alternative or		
speech to a	purpose, and addrence.	opposing perspectives in		
variety of	SL.11-12.5	my presentation.		
contexts and	Make strategic use of	Prepare a presentation with		
communicati	e e	organization, development,		
e tasks,	textual, graphical, audio,	substance, and style that are		
demonstratin		appropriate to purpose,		
command of	elements) in	trask, audience, and a range		
formal	presentations to enhance	of formal and informal		
English when	1 *	tasks.		
indicated or	findings, reasoning, and	tasks.		
appropriate.	evidence and to add	Identify the parts of the		
арргорпасе.	interest.	presentation, including		
L1:	interest.			
Demonstrate	SL.11-12.6	findings, reasoning, and		
		evidence, that could use		
command of	Adapt speech to a variety	clarification, strengthening,		
the	of contexts and tasks,	and /or additional interest.		
conventions		Integrate appropriate digital		
standard	command of formal	media in a strategic manner		
English	English when indicated	to improve my		
grammar and	or appropriate.	presentation.		
usage when	T 11 12 1 A	114:6		
writing or	L.11-12.1.A	Identify various reasons for		
speaking.	Apply the understanding	speaking.		
	that usage is a matter of	Determine speaking tasks		
L3: Apply	convention, can change	that require a formal		
knowledge o		structure.		
language to	sometimes contested.			

understand		Recognize that conventions		
how language	L.11-12.3A	of standard English usage		
functions in	Vary syntax for effect,	can change over time.		
different	apply an understanding of	Recognize that certain		
	syntax to the study of	standard English usage can		
contexts, to				
make effective	complex texts.	be contested, and		
choices for	T 11 12 1 1	individuals can dispute		
meaning or	L.11-12.4.A	what is correct/proper.		
style, and to	Use context (e.g., the	Consult reference materials		
comprehend	overall meaning of a	to resolve issues of		
more fully	sentence, paragraph, or	complex or contested usage		
when reading	text; a word's position or	of standard English.		
or listening.	function in a sentence) as			
	a clue to the meaning of a	Identify how language		
L4:	word or phrase.	functions in different		
Determine or		contexts.		
clarify the	L.11-12.4.B	Analyze the context of		
meaning of	Identify and correctly use	various texts and determine		
unknown and	patterns of word changes	how language choice		
multiple-mean	that indicate different	affects meaning, style, and		
ing words and	meanings or parts of	comprehension.		
phrases by	speech (e.g., conceive,	Explain that syntax refers		
using context	conception, conceivable).	to how words are arranged		
clues,		to form sentences.		
analyzing		Identify regular and		
meaningful	L.11-12.4.C	irregular syntax.		
word parts,	Consult general and	Write using varied syntax		
and consulting	specialized reference	and consult references for		
general and	materials (e.g.,	guidance as needed.		
specialized	dictionaries, glossaries,	Recognize that writers		
reference	thesauruses), both print	creatively employ varied/		
materials, as	and digital, to find the	irregular syntax to convey		
appropriate.	pronunciation of a word	imagery, to create rhyme		
	or determine or clarify its	schemes, to emphasize		
L5:	precise meaning, its part	ideas, etc.		
Demonstrate	of speech, its etymology,			
understanding	or its standard usage.	Identify how language		
of word		functions in different		

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relationships	L.11-12.4.D	contexts.		
and nuances	Verify the preliminary	Analyze the context of		
in word	determination of the	various texts and determine		
meanings.	meaning of a word or	how language choice		
	phrase (e.g., by checking	affects meaning, style, and		
<b>L6:</b> Acquire	the inferred meaning in	comprehension.		
and use	context or in a	Explain that syntax refers		
accurately a	dictionary).	to how words are arranged		
range of		to form sentences.		
general	L.11-12.5.A	Identify regular and		
academic and	Interpret figures of	irregular syntax.		
domain-specif	speech (e.g., hyperbole,	Write using varied syntax		
ic words and	paradox) in context and	and consult references for		
phrases	analyze their role in the	guidance as needed.		
sufficient for	text.	Recognize that writers		
reading,		creatively employ varied/		
writing,	L.11-12.5.B	irregular syntax to convey		
speaking, and	Analyze nuances in the	imagery, to create rhyme		
listening at the	meaning of words with	schemes, to emphasize		
college and	similar denotations.	ideas, etc.		
career		,		
readiness	L.11-12.6	Infer the meaning of		
level;	Acquire and use	unknown words using		
demonstrate	accurately general	context clues.		
independence	academic and	Recognize and define		
in gathering	domain-specific words	common affixes and roots.		
vocabulary	and phrases, sufficient for	Break words into units to		
knowledge	reading, writing,	infer their meaning.		
when	speaking, and listening at	Use patterns of word		
encountering	the college and career	changes to determine a		
an unknown	readiness level;	work's meaning or part of		
term	demonstrate	speech.		
important to	independence in	Verify inferences of		
comprehensio	gathering vocabulary	meaning, part of speech,		
n or	knowledge when	etymology and/or standard		
expression.	considering a word or	usage by consulting		
expression.	phrase important to	reference books.		
	comprehension or			
	expression.	Define and identify forms		

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			of figurative language.		
			Interpret figures of speech		
			and analyze their role		
			overall in the text.		
			Recognize different		
			denotative meanings.		
			Analyze how certain words		
			and phrases that have		
			similar denotations can		
			carry different nuances.		
			,		
			Recognize the difference		
			between general academic		
			words and phrases and		
			domain-specific words and		
			phrases.		
			Acquire and use college		
			and career readiness level		
			academic and		
			domain-specific		
			words/phrases to		
			demonstrate proficiency in		
			reading, writing, speaking,		
			and listening.		
			Consider vocabulary		
			knowledge including		
			denotation, nuance,		
			etymology, etc. and		
			determine the most		
			appropriate words or		
			phrases to express overall		
			meaning.		
			Gather vocabulary		
			knowledge independently		
			when considering a word or		
			phrase important to		
			comprehension or		
			expression.		
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