

## Reading Literature (RL)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	<b>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b>	<b>12<sup>th</sup> only:</b> 5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>  <b>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
Learning Target	I can determine, analyze, and provide a summary for multiple themes in a text.	I can analyze how an author’s choices concerning how to structure specific parts of a text can contribute to structure, meaning, and impact.	I can analyze and evaluate multiple interpretations of a story, drama, or poem.	I can read and comprehend literature, including stories, dramas, and poems.
Power Standard		CE 3.1.3	CE 2.2.3	
CCSS	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
Learning Target	I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.			
Power Standard	CE 3.1.2 CE 3.1.3			

## Reading Informational Text (RI)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		7. Integrate and evaluate multiple sources of info. presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	10. <b>By the end of grade 11</b> , read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>By the end of grade 12</b> , read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band <b>independently and proficiently</b> .
Learning Target	I can determine, analyze, and summarize the central ideas of a text.		I can integrate and evaluate multiple sources to solve a problem.	I can read and comprehend literary nonfiction.
Power Standard				

## Writing (W)

Marking Period Four	Text Type/Purpose	Production/Distribution	Research to Build/ Present Knowledge	Range of Writing
CCSS		<p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</b></p> <p><b>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p>	<p><b>12<sup>th</sup> Only:</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>12<sup>th</sup> only:</b></p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses].”).</p>	<p><b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p>
Power Standards		<p>CE 1.1.4 CE 1.1.6</p>	<p>CE 3.3.1 CE 3.3.2</p>	

## Language (L)

Marking Period Four	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
CCSS	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>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.</p> <p>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).</p>		<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.</p>
Learning Targets	4. I can determine the meaning of unknown and multiple-meaning words and phrases.		1. I can demonstrate a command of standard English grammar and usage when writing and speaking.
Power Standards			CE 4.1.5
CCSS	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>		<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
Learning Targets	5. I can demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.		I can demonstrate a command of standard English capitalization, punctuation, and spelling when writing.
Power Standards			CE 4.1.5

## Speaking/Listening (SL)

Marking Period Four	Presentation of Knowledge and Ideas	Comprehension/Collaboration
CCSS	<p><b>12<sup>th</sup> only:</b></p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Learning Targets	6. I can adapt my speech to a variety of contexts and tasks.	I can initiate and participate independently and with partners in collaborative discussions.
Power Standards		
CCSS		<p><b>12<sup>th</sup> only:</b></p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
Learning Targets		I can integrate multiple sources of information to make informed decisions and to evaluate credibility of sources.
Power Standards		
Learning Targets		I can evaluate a speaker’s reasoning and evidence in order to determine style.
Power Standard		