North Gem School District 149

Language Arts – English 11

District Course #

District Reference

Course Description

Open 11 One year course

Prerequisite English 10

Students will study American Literature to obtain a greater understanding of the American character, identify recurring themes and apply them to their own lives. Literary movements (with brief historical backgrounds) will be introduced as they relate to the literature studied. Writing instruction will include expository and argumentative analysis, research, narrative, and descriptive modes of discourse, focusing on effective communication and language skills.

Course Title

Adopted Materials

	English 11		
from it; of from the RL.11-12 explicitly	Instructional Objective Read closely to determine what the text says explicitly and to the specific textual evidence when writing or speaking to support text. 2.1. Cite strong and thorough textual evidence to support and as well as inferences drawn from the text, including determinatters uncertain.	oport conclusions drawn	Standard Reference
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read grade level appropriate material, drawing logical, general conclusions/inference.		
2	Reference passages accurately from a specific text and support conclusions/inferences.	Year-long	EOC, ISAT
3	Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Year-long	EOC, ISAT
Instructional Objective R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			Standard Reference
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment Correlation
1	Determine the theme(s) or central ideas of a piece of literature.	Year-long	EOC, ISAT
2	Analyze development of theme(s) over the course of a text.	Year-long	EOC, ISAT
3	Analyze how ideas interact to convey meaning and develop the text.		

	Summarize objectively extended pieces of literature.			
	Instructional Objective		Standard	
	Analyze how and why individuals, events, and idea develop ar	nd interact over the	Reference	
course o				
	2.3 Analyze the impact of the author's choices regarding how t	•		
	s of a story or drama (e.g., where a story is set, how the action	is ordered, now the		
NO.	ers are introduced and developed). Performance Objectives Resource Referenced			
NO.	Performance Objectives		Assessment Correlation	
1	Distinguish how setting can enhance the impact of a	in scope/Sequence Year-long	EOC, ISAT	
1	literary work.	rear-long	EOC, 13A1	
2	Trace character development throughout a work of	Year-long	EOC, ISAT	
_	literature.	real long	200, 13/41	
3	Diagram plot structure and assess its effectiveness in the	Year-long	EOC, ISAT	
	selected piece.		200, 10711	
4	Identify and critique how motif and theme affect plot	Year-long	EOC, ISAT	
	Development.			
5	Correlate the elements of a story or dramatic piece as			
	they each contribute to the work as a whole.			
	Instructional Objectives	,	Standard	
R.CCR.4	Interpret words and phrases as they are used in a text, includi	ng determining	Reference	
technica	l, connotative, and figurative meanings, and how specific word	d choices shape meaning		
or tone.				
RL.11-12	2.4 Determine the meaning of words and phrases as they are u	ised in the text, including		
_	e and connotative meanings; analyze the cumulative impact o			
	and tone, including language that is particularly fresh, engagi			
-	eare as well as other authors.)g words with multiple meanings			
	cularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
NO.				
	Performance Objectives	Resource Referenced	Assessment	
1	·		Correlation	
1	Using contextual clues, determine the meanings of	Resource Referenced		
	Using contextual clues, determine the meanings of unfamiliar words and phrases.	Resource Referenced	Correlation	
2	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used	Resource Referenced	Correlation	
	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and	Resource Referenced	Correlation	
2	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning.	Resource Referenced	Correlation	
	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to	Resource Referenced	Correlation	
2	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece.	Resource Referenced	Correlation EOC, ISAT	
2	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives	Resource Referenced in scope/Sequence	EOC, ISAT Standard	
2 3 R.CCR.5	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentences	Resource Referenced in scope/Sequence	Correlation EOC, ISAT	
2 3 R.CCR.5 larger po	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) respectives.	Resource Referenced in scope/Sequence	EOC, ISAT Standard	
2 3 R.CCR.5 larger po	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele.	Resource Referenced in scope/Sequence es, paragraphs, and elate to each other and	Correlation EOC, ISAT Standard	
3 R.CCR.5 larger pothe whole RL.11-12	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct	Resource Referenced in scope/Sequence es, paragraphs, and elate to each other and ure specific parts of a	Correlation EOC, ISAT Standard	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g.	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct to, the choice of where to begin or end a story, the choice to present the structure of the second process of the choice of where to begin or end a story, the choice to present the second phrases.	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic	Correlation EOC, ISAT Standard	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g.	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic	Correlation EOC, ISAT Standard	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g.	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct the choice of where to begin or end a story, the choice to promoton contribute to its overall structure and meaning as well as it	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic as aesthetic impact. Resource Referenced	Correlation EOC, ISAT Standard Reference	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g.	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct the choice of where to begin or end a story, the choice to pron) contribute to its overall structure and meaning as well as it	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic is aesthetic impact.	Standard Reference Assessment	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g. resolution	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct the choice of where to begin or end a story, the choice to prom) contribute to its overall structure and meaning as well as it Performance Objectives	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic as aesthetic impact. Resource Referenced	Standard Reference Assessment Correlation	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g. resolution	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. 2.5. Analyze how an author's choices concerning how to struct the choice of where to begin or end a story, the choice to prom) contribute to its overall structure and meaning as well as it Performance Objectives Isolate specific passages in a text for the purpose of	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic as aesthetic impact. Resource Referenced	Standard Reference Assessment Correlation	
3 R.CCR.5 larger pothe whole RL.11-12 text (e.g. resolution	Using contextual clues, determine the meanings of unfamiliar words and phrases. Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning. Determine how the author's word choice contributes to the aesthetic appeal of the piece. Instructional Objectives Analyze the structure of texts, including how specific sentence ortions of the text (e.g., a section, chapter, scene, or stanza) rele. S.5. Analyze how an author's choices concerning how to struct the choice of where to begin or end a story, the choice to promip contribute to its overall structure and meaning as well as it its performance Objectives Isolate specific passages in a text for the purpose of comparing and contrasting their effectiveness within the	Resource Referenced in scope/Sequence es, paragraphs, and late to each other and ure specific parts of a ovide a comedic or tragic as aesthetic impact. Resource Referenced	Standard Reference Assessment Correlation	

2	Formulate a developed organization that althoughter defendance		
3	Formulate a developed argument that either defends or contradicts the author's choice of resolution as well as its		
	aesthetic impact.		
	Instructional Objectives		Standard
R CCR 6 ^	ssess how point of view or purpose shapes the content and st	vle of a text	Reference
	Analyze a case in which grasping a point of view requires disti	•	Kererence
	ated in a text from what is really meant (e.g., satire, sarcasm,	_	
understate	• • • • • • • • • • • • • • • • • • • •	110114, 01	
	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Discern how poignant statements within a text should be		EOC, ISAT
	interpreted.		
2	Distinguish how various points of view in selected texts		EOC, ISAT
	contribute to the overall meaning and effectiveness of the		
	text.		
3	Categorize different authors' views of their subjects (i.e.,		
	sarcasm, disdain, admiration).		
	Instructional Objectives		Standard
	tegrate and evaluate content presented in diverse media and	formats, including	Reference
-	d quantitatively, as well as in words.		9-12.Spch.6.3.4
	Analyze multiple interpretations of a story, drama, or poem		
•	n of a play or recorded novel or poetry); evaluating how each	•	
source tex	t. (Include at least one play by Shakespeare and one play by a		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Evaluate various forms of fictional texts (i.e., short stories,		EOC, ISAT
	novels, dramas) according to specific teacher guidelines.		
2	Compare and contrast different versions of texts, including		EOC, ISAT
	different mediums.		
3	Critique and evaluate different presentations of a literary		EOC, ISAT
	piece to determine the merits of each.		
4	Analyze multiple interpretations of a story, drama, or		
	poem, evaluating how each version interprets the source		
	text.		
	Instructional Objectives		
	Delineate and evaluate the argument and specific claims in a to	_	
-	the reasoning as well as the relevance and sufficiency of the	evidence.	
KL.11-12.8	3. (Not applicable to literature).		Ctondord
D CCD O	Instructional Objectives	cs in order to build	Standard Reference
	analyze how two or more texts address similar themes or topice or to compare the approaches in authors take.	cs in order to build	Reference
	e of to compare the approaches in authors take. 3. Demonstrate knowledge of eighteenth-, nineteenth- and ea	arly twentieth century	None
	nal works of American literature, including how two or more	· ·	Hone
	at similar themes or topics.	texts from the same	
period tile	Performance Objectives	Resource Referenced	Assessment
	. ccand objectives	in scope/Sequence	Correlation
1	Examine similarities and differences in fictional texts from		
_	the past three centuries.		
2	Compare and contrast two literary works from the same		
_	period with consideration to themes, structure, and style.		
L		I	1

າ	Domonstrate knowledge of sighteenth mineteenth and		
3	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.		Chandand
D CCD 46	Instructional Objectives	and the desire of a sale of a sale	Standard
	D Read and comprehend complex literary and informational te	xts independently and	Reference
proficien			N 1
	.10 By the end of grade 11 read and comprehend literature, in	_	None
	ms, in the grades 11–12 text complexity band proficiently, with	i scarrolding as needed	
at the ni	gh end of the range.	Deserves Deferenced	A
	Performance Objectives	Resource Referenced	Assessment Correlation
	Demonstrate an understanding of literamy toyle at and	in scope/Sequence	Correlation
1	Demonstrate an understanding of literary texts at and		
	above grade level.		
2	By the end of grade 11, read and comprehend literature,		
	including stories, dramas, and poems, in the grades 11–12		
	text complexity band proficiently, with scaffolding as		
	needed at the high end of the range.	1	Chandand
D CCD 4	Instructional Objective	make legical inferre	Standard
	Read closely to determine what the text says explicitly and to	_	Reference
	cite specific textual evidence when writing or speaking to supp	ort conclusions drawn	
from it.	4.69		
	.1. Cite strong and thorough textual evidence to support analy	sis of what the text say	
explicitly	as well as inferences drawn from the text.	D D ()	
	Performance Objectives	Resource Referenced	Assessment
	Dood and development into material, described and	in scope/Sequence	Correlation
1	Read grade level appropriate material, drawing logical,		
	general conclusions/inferences and answering factual		
	question about the text.		
2	Locate and identify information in a text that supports		
	logical, general conclusions/inferences and answers.		
3	Paraphrase, summarize, and/or correctly quote		
	information as evidence of textual support.		
4	Cite strong and thorough textual evidence to support		
	analysis of what the text explicitly says as well as		
	inferences drawn from the text.		Chanda
D CCD 3	Instructional Objective		Standard
	Determine central ideas themes of a text and analyze their de	veiopment; summarize	Reference
•	supporting details and ideas.	ant avar the saves of	
	.2 Determine a central idea of a text and analyze its developm		
	including how it emerges and is shaped and refined by specific	c details; provide an	
objective	e summary of the text.	Resource Referenced	Accocomont
	Performance Objectives		Assessment
1	Identify the central idea of a published work.	in scope/Sequence	Correlation
1			
2	Record specific detail from the published work that shape		
2	and refine the central idea.		
3	Determine how the central idea is shaped and/or refine		
	by the specific detail from the published work.		
4	Outline the central idea's development over the course		
	of the text, including how it emerges and is shaped and		

	refined by specific details.		
5	Summarize the key supporting details and ideas of the		
3	publish work without personal bias or opinion.		
	Instructional Objective		Standard
D CCD 3 V	nalyze how and why individuals, events, and idea develop and	d interact over the	Reference
course of		a interact over the	Reference
	a text. 3 Analyze how the author unfolds an analysis or series of ideas	s or events including	
	in which the points are made, how they are introduced and d	_	
	ns that are drawn between them.	eveloped, and the	
connectio	Performance Objectives	Resource Referenced	Assessment
	i di lo mance objettives	in scope/Sequence	Correlation
1	Highlight signal words and transitional words.		
2	Discuss the importance of signal words and transitional		
_	words in the structure of the text.		
3	Paraphrase the main points made by the author.		
4	Outline the author's analysis or series of ideas,		
	specifically addressing writing strategies such as parallel		
	structure, signal words, pacing, flashbacks, or		
	foreshadowing.		
5	Examine the connections that are drawn between the		
	author's chosen structural devices.		
6	Analyze how the author unfolds an analysis or series of		
	ideas or events, including the order in which the points		
	are made, how they are introduced and developed, and		
	the connections that are drawn between them.		
	Instructional Objectives		Standard
	nterpret words and phrases as they are used in a text, including	_	Reference
technical,	nterpret words and phrases as they are used in a text, includir connotative, and figurative meanings, and how specific word	_	
technical, or tone.	connotative, and figurative meanings, and how specific word	choices shape meaning	
technical, or tone. RI.11-12.4	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us	choices shape meaning ed in the text, including	
technical, or tone. RI.11-12.4 figurative	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumula	choices shape meaning ed in the text, including ative impact of specific	
technical, or tone. RI.11-12.4 figurative word choi	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumula ice on meaning and tone(e.g., how the language of a court op	choices shape meaning ed in the text, including ative impact of specific	
technical, or tone. RI.11-12.4 figurative	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court op paper).	choices shape meaning ed in the text, including ative impact of specific inion differs from that	Reference
technical, or tone. RI.11-12.4 figurative word choi	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumula ice on meaning and tone(e.g., how the language of a court op	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi	connotative, and figurative meanings, and how specific word Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court op paper).	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumula ce on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the text.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the text. Analyze the cumulative impact of specific word choices on	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the text. Analyze the cumulative impact of specific word choices on the meaning and tone of the text.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the text. Analyze the cumulative impact of specific word choices on the meaning and tone of the text. Compare/contrast two different documents and analyze	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment
technical, or tone. RI.11-12.4 figurative word choi of a news 1 2 3 4 5	Determine the meaning of words and phrases as they are us and connotative and technical meanings; analyze the cumulate on meaning and tone(e.g., how the language of a court oppaper). Performance Objectives Identify the tone of a text and its overall meaning. Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text (figurative language, allusions, jargon, and technical words. Interpret the figurative and connotative meaning of the words and phrases. Determine the impact the words and phrases have on the text. Analyze the cumulative impact of specific word choices on the meaning and tone of the text. Compare/contrast two different documents and analyze the differences in meaning and tone in word choice.	choices shape meaning ed in the text, including ative impact of specific inion differs from that Resource Referenced in	Reference Assessment

		T	1
	specific word choices on meaning and tone (e.g., how the		
	language of a court opinion differs from that of a		
	newspaper).		
	Instructional Objectives		Standard
	nalyze the structure of texts, including how specific sentences		Reference
	tions of the text (e.g., a section, chapter, scene, or stanza) rela	ate to each other and	
the whole			
	Analyze in detail how an author's ideas or claims are develop		
particular	sentences, paragraphs, or larger portions of a text (e.g., a sec		1 .
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify an author's ideas or claims in an informational		
	text.		
2	Locate sentences, paragraphs, or large portions of the text that support the author's ideas or claims.		
3	Determine how the paragraphs, sentences, or large		
	portions of the text develop or refine the author's ideas or		
	claims.		
4	Analyze in detail how an author's ideas or claims are		
	developed and refined by particular sentences,		
	paragraphs, or larger portions of a text (e.g., a section or		
	chapter).		
	Instructional Objectives		Standard
R.CCR.6 A	ssess how point of view or purpose shapes the content and st	yle of a text.	Reference
	Determine an author's point of view or purpose in a text and	l analyze how an author	
uses rheto	pric to advance that point of view or purpose.	1	
	Performance Objectives	Resource Referenced	Assessment
1 4	Determine the suite of a scient of view in a text	in scope/Sequence	Correlation
1	Determine the author's point of view in a text.		
2	Determine an author's purpose in a text.		
2	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text.		
2	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her		
2 3 4	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text.		
2	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text		
2 3 4	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that		
2 3 4	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		Correlation
2 3 4 5	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives	in scope/Sequence	Correlation
2 3 4 5	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives are greater and evaluate content presented in diverse media and	in scope/Sequence	Standard Reference
2 3 4 5 R.CCR.7 In visually an	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives are grate and evaluate content presented in diverse media and and quantitatively, as well as in words.	in scope/Sequence	Correlation
2 3 4 5 R.CCR.7 In visually an RI.11-12.7	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives are grate and evaluate content presented in diverse media and analyze various accounts of a subject told in different mediu	in scope/Sequence formats, including ms (e.g., a person's life	Standard Reference
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in both	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives are grate and evaluate content presented in diverse media and and quantitatively, as well as in words.	in scope/Sequence formats, including ms (e.g., a person's life	Standard Reference
2 3 4 5 R.CCR.7 In visually an RI.11-12.7	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives regrate and evaluate content presented in diverse media and ad quantitatively, as well as in words. Analyze various accounts of a subject told in different mediu oth print and multimedia), determining which details are employed.	in scope/Sequence formats, including ms (e.g., a person's life hasized in each	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in both	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives are grate and evaluate content presented in diverse media and analyze various accounts of a subject told in different mediu	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in be account.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Integrate and evaluate content presented in diverse media and ad quantitatively, as well as in words. Analyze various accounts of a subject told in different mediu oth print and multimedia), determining which details are employed. Performance Objectives	in scope/Sequence formats, including ms (e.g., a person's life hasized in each	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in both	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Integrate and evaluate content presented in diverse media and ad quantitatively, as well as in words. Analyze various accounts of a subject told in different mediu oth print and multimedia), determining which details are employed. Performance Objectives Read/View an informative account of a subject in two	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in boaccount.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives regrate and evaluate content presented in diverse media and ad quantitatively, as well as in words. Analyze various accounts of a subject told in different mediu oth print and multimedia), determining which details are employed. Performance Objectives Read/View an informative account of a subject in two different mediums.	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in boaccount.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Regrate and evaluate content presented in diverse media and adquantitatively, as well as in words. Analyze various accounts of a subject told in different mediu of the print and multimedia), determining which details are employed the print and multimedia. Performance Objectives Read/View an informative account of a subject in two different mediums. Explain the differences between the two mediums.	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in boaccount.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Instructional Objectives Instructional Objectives Instructional Objectives Instructional Objectives In different media and advantitatively, as well as in words. Analyze various accounts of a subject told in different media the print and multimedia), determining which details are employed. Performance Objectives Read/View an informative account of a subject in two different mediums. Explain the differences between the two mediums. Differentiate between details in the account of the subject	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in be account.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Instructional Objectives Integrate and evaluate content presented in diverse media and ad quantitatively, as well as in words. Analyze various accounts of a subject told in different mediu oth print and multimedia), determining which details are employed performance Objectives Read/View an informative account of a subject in two different mediums. Explain the differences between the two mediums. Differentiate between details in the account of the subject in the two different mediums.	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4
2 3 4 5 R.CCR.7 In visually an RI.11-12.7 story in boaccount.	Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Instructional Objectives Instructional Objectives Instructional Objectives Instructional Objectives Instructional Objectives In different media and advantitatively, as well as in words. Analyze various accounts of a subject told in different media the print and multimedia), determining which details are employed. Performance Objectives Read/View an informative account of a subject in two different mediums. Explain the differences between the two mediums. Differentiate between details in the account of the subject	in scope/Sequence formats, including ms (e.g., a person's life hasized in each Resource Referenced	Standard Reference 9-12Spch.6.3.4

	Ī		
5	Analyze various accounts of a subject told in different		
	mediums (e.g., a person's life story in both print and		
	multimedia), determining which details are emphasized in		
	each account.		
	Instructional Objectives		Standard
	elineate and evaluate the argument and specific claims in a to	_	Reference
-	the reasoning as well as the relevance and sufficiency of the		
	Delineate and evaluate the argument and specific claims in a	_	
	ning is valid and the evidence is relevant and sufficient; identi	ty false statements and	
tallacious	reasoning.	T	_
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify an author's argument and specific claims in the		
	argument.		
2	Locate support/evidence for the argument.		
3	Identify false statements and fallacious reasoning included		
	in the argument.		
4	Defend or refute the validity of the reasoning and the		
	relevance of the supporting evidence.		
5	Delineate and evaluate the arguments and claims in text;		
	defend or refute the writing's effectiveness.		
	Instructional Objective		Standard
R.CCR.9.	Analyze how two or more texts address similar themes or topi	cs in order to build	Reference
knowledg	e or to compare the approaches the authors take.		9-12Spch.6.2.6
RI.11-12.	Analyze seminal U.S. documents of historical and literary sign	· -	9-12Spch.6.2.6
RI.11-12.		· -	9-12Spch.6.2.6
RI.11-12. Washingto King's "Le	Analyze seminal U.S. documents of historical and literary sign	our Freedoms speech,	9-12Spch.6.2.6
RI.11-12. Washingt	Analyze seminal U.S. documents of historical and literary signion's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related	our Freedoms speech,	9-12Spch.6.2.6
RI.11-12. Washingto King's "Le	Analyze seminal U.S. documents of historical and literary signion's Farewell Address, the Gettysburg Address, Roosevelt's Fo	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary signion's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives	our Freedoms speech, ed themes and	·
RI.11-12. Washingto King's "Le	Analyze seminal U.S. documents of historical and literary signion's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address relate Performance Objectives Identify important themes and concepts in seminal	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary signion's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significan's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significan's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significan's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts.	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3 4	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3 4	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3 4	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S.	our Freedoms speech, ed themes and Resource Referenced	Assessment
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related the Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature.	Resource Referenced in scope/Sequence	Assessment Correlation
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related the Formance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Instructional Objectives Instructional Objectives Instructional Informational textures Instructional Objectives I	Resource Referenced in scope/Sequence	Assessment Correlation
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5 R.CCR.10. proficient	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related the Formance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Instructional Objectives Instructional Objectives Instructional Informational textures Instructional Objectives I	Resource Referenced in scope/Sequence	Assessment Correlation
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5 R.CCR.10. proficient RI.11-12 E	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Read and comprehend complex literary and informational telly.	Resource Referenced in scope/Sequence axts independently and on in the grade 10 text	Assessment Correlation Standard Reference
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5 R.CCR.10. proficient RI.11-12 E	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related Performance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Read and comprehend complex literary and informational telly. By the end of grade 10, read and comprehend literary nonfictions.	Resource Referenced in scope/Sequence axts independently and on in the grade 10 text	Assessment Correlation Standard Reference
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5 R.CCR.10. proficient RI.11-12 E	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related the Ferformance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Read and comprehend complex literary and informational tells	Resource Referenced in scope/Sequence xts independently and on in the grade 10 text d of the range.	Assessment Correlation Standard Reference None
RI.11-12. Washingto King's "Le concepts. 1 2 3 4 5 R.CCR.10. proficient RI.11-12 E	Analyze seminal U.S. documents of historical and literary significant's Farewell Address, the Gettysburg Address, Roosevelt's Fotter from Birmingham Jail"), including how they address related the Ferformance Objectives Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature. Make sense of the historical context and significance of each document. Determine how each seminal document addresses the themes and concepts. Compare and contrast how each seminal document addresses the themes and concepts. Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature. Instructional Objectives Read and comprehend complex literary and informational tells	Resource Referenced in scope/Sequence axts independently and on in the grade 10 text d of the range. Resource Referenced in scope/Sequence	Assessment Correlation Standard Reference None Assessment

	unadia a nanagan suka		
	reading assessments.		
2	Build reading skills through scaffolding and support as the		
3	reading complexity advances.		
3	By the end of grade 10, read and comprehend literary nonfiction in grade 10 text complexity, with scaffolding as		
	- · · · · · · · · · · · · · · · · · · ·		
	needed at the high end of the range.		Chandand
W CCD 1	Instructional Objectives Write arguments to support claims in an analysis of substantiv	va tanias ar tayts vising	Standard Reference
	oning and relevant and sufficient evidence.	re topics of texts, using	9-12Spch.6.2.10
	build and relevant and sufficient evidence. La. Write arguments to support claims in an analysis of substa	entivo tonics or toyts	9-123pcii.0.2.10
	I reasoning and sufficient evidence.	intive topics of texts,	
_	precise, knowledgeable claim(s), establish the significance of	fthe claim(s)	
	n the claim(s) from alternate or opposing claims, and create a		
_	equences claim(s), counterclaims, reasons, and evidence.	ii organization that	
logically 3	Performance Objectives	Resource Referenced	Assessment
	renormance objectives	in scope/Sequence	Correlation
1	Introduce precise, knowledgeable claim(s).	iii scope/ sequence	Correlation
2	Establish the significance of the claim(s).		
3	Distinguish the claim(s) from alternate or opposing claims.		
4	Create an organization that logically sequences claim(s),		
4	counterclaims, reasons, and evidence.		
	•		Standard
W CCD 1	Instructional Objective Write arguments to support claims in an analysis of substantiv	o tonics or toyts using	Reference
	oning and relevant and sufficient evidence.	re topics of texts, using	9-12Spch.6.2.10
	b. Write arguments to support claims in an analysis of substa	entivo tonics or toyts	9-123pcii.0.2.10
	I reasoning and sufficient evidence.	intive topics of texts,	
_	laim(s) and counterclaims fairly and thoroughly, supplying the	most relevant	
-	for each while pointing out the strengths and limitations of bo		
	s the audience's knowledge level, concerns, values, and possi		
difficipate	Performance Objectives	Resource Referenced	Assessment
	Terrormance objectives	in scope/Sequence	Correlation
1	Define fair and accurate claims and biases.	iii seepe, sequence	Correlation
2	Develop claim(s) and counterclaims fairly and thoroughly.		
3	Provide the most relevant evidence for each while		
	pointing out the strengths and limitations of both in a		
	manner that anticipates the audience's knowledge level,		
	concerns, values, and possible biases.		
	Instructional Objective	1	Standard
W.CCR.1.	Write arguments to support claims in an analysis of substanti	ve topics or texts. using	Reference
	oning and relevant and sufficient evidence.		9-12Spch.6.2.10
	Write arguments to support claims in an analysis of substant	ive topics or texts.	
	I reasoning and relevant and sufficient evidence.	1,	
•	s, phrases, and clauses as well as varied syntax to link the maj	or sections of the text,	
	nesion, and clarify the relationships between claim(s) and reas		
	nce, and between claim(s) and counterclaims.		
	Performance Objectives	Resource Referenced	Assessment
	-	in scope/Sequence	Correlation
1	Identify various sentence structures and types within the		
	student's work.		
2		+	+
2	Discuss the use of transitions within the student's		
2	Discuss the use of transitions within the student's argumentation.		

		ī	
3	Use words, phrases, and clauses as well as varied syntax to		
	link the major sections of the text.		
4	Create cohesion, and clarify the relationships between		
	claim(s) and reasons, between reasons and evidence, and		
	between claim(s) and counterclaims.		0. 1.1
W 66D 4	Instructional Objective		Standard
	Write arguments to support claims in an analysis of substantiv	ve topics or texts, using	Reference
	oning and relevant and sufficient evidence.	ivo tonico or toyto	
	 Write arguments to support claims in an analysis of substant I reasoning and relevant and sufficient evidence. 	ive topics of texts,	
_	and maintain a formal style and objective tone while attending	to the norms and	
	ns of the discipline in which they are writing.	g to the norms and	
CONVENTIO	Performance Objectives	Resource Referenced	Assessment
	r eriormance objectives	in scope/Sequence	Correlation
1	Establish a formal style and objective tone while attending	in scope, sequence	Correlation
	to the norms and conventions of the discipline in which		
	they are writing.		
2	Maintain the formal style and objective tone throughout		
_ '	the sample.		
	Instructional Objective		Standard
W.CCR.1.	Write arguments to support claims in an analysis of substantiv	ve topics or texts, using	Reference
	oning and relevant and sufficient evidence.	, , ,	
	. Write arguments to support claims in an analysis of substant	ive topics or texts,	
using valid	reasoning and relevant and sufficient evidence.	·	
Provide a	concluding statement or section that follows from and suppor	rts the argument	
presented			
presented	. Performance Objectives	Resource Referenced	Assessment
presented		-	Assessment Correlation
presented		Resource Referenced	
	Performance Objectives Understand and apply paraphrasing and summarizing	Resource Referenced	
1	Performance Objectives Understand and apply paraphrasing and summarizing skills.	Resource Referenced	
1 2	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work.	Resource Referenced	
1 2 3	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives	Resource Referenced in scope/Sequence	
1 2 3	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented.	Resource Referenced in scope/Sequence	Correlation
1 2 3 W.CCR.2.	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives	Resource Referenced in scope/Sequence	Correlation
1 2 3 W.CCR.2. informatic content.	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey of	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of	Correlation
1 2 3 W.CCR.2. information content. W.11-12.2	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey conclearly and accurately through the effective selection, organization.	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and	Correlation
1 2 3 W.CCR.2. information content. W.11-12.2	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organization. Pa. Write informative/explanatory texts to examine and convey	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and	Correlation
2 3 W.CCR.2. informatic content. W.11-12.2 informatic content.	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organization. Pa. Write informative/explanatory texts to examine and convey	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of	Correlation
1 2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element by	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organize. Write informative explanatory texts to examine and convey on clearly and accurately through the effective selection, organize at topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including the concepts.	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g.,	Correlation
2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element behaviors),	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organical with the effective selection, organical concepts, and accurately through the effective selection, organical topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g.,	Correlation
1 2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element by	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organize. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organize at the organize complex ideas, concepts, and information so wilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas, and multimedia when useful to reside the organize complex ideas.	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding	Standard Reference
2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element behaviors),	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organical with the effective selection, organical concepts, and accurately through the effective selection, organical topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding Resource Referenced	Standard Reference
2 3 W.CCR.2. informatic content. W.11-12.2 informatic content. Introduce element b headings), comprehe	Performance Objectives Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey conclearly and accurately through the effective selection, organize on clearly and accurately through the effective selection, organize a topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to nsion. Performance Objectives	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding	Standard Reference
2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element behaviors, comprehend	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey conclearly and accurately through the effective selection, organize. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organize on clearly and accurately through the effective selection, organize a topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; inclusing graphics (e.g., figures, tables), and multimedia when useful to use of the concepts. Performance Objectives Introduce a topic	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding Resource Referenced	Standard Reference
2 3 W.CCR.2. informatic content. W.11-12.2 informatic content. Introduce element b headings), comprehe	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organize or clearly and accurately through the effective selection, organize a topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to significant in the complex ideas, concepts, and information so that unified a topic. Performance Objectives Introduce a topic Organize complex ideas, concepts, and information so that	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding Resource Referenced	Standard Reference
2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element behaviors), comprehend	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey conclearly and accurately through the effective selection, organize or clearly and accurately through the effective selection, organize a topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including a topic (e.g., figures, tables), and multimedia when useful to design the complex ideas, concepts, and information so uniformation. Performance Objectives Introduce a topic Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding Resource Referenced	Standard Reference
2 3 W.CCR.2. information content. W.11-12.2 information content. Introduce element behaviors, comprehend	Understand and apply paraphrasing and summarizing skills. Draw conclusions from evidence in the student's work. Provide a concluding statement or section that follows from and supports the argument presented. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organize or clearly and accurately through the effective selection, organize a topic; organize complex ideas, concepts, and information so uilds on that which precedes it to create a unified whole; including applies (e.g., figures, tables), and multimedia when useful to significant in the complex ideas, concepts, and information so that unified a topic. Performance Objectives Introduce a topic Organize complex ideas, concepts, and information so that	Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of that each new ude formatting (e.g., o aiding Resource Referenced	Standard Reference

	(e.g., figures, tables), and multimedia when used to aid comprehension.		
	Instructional Objectives		Standard
informati content.	Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, orga	nization, and analysis of	Reference
informaticontent.	2b. Write informative/explanatory texts to examine and converse on clearly and accurately through the effective selection, organ	nization, and analysis of	
definition	the topic thoroughly by selecting the most significant and relevels, concrete details, quotations, or other information and exangles is knowledge of the topic.		
addientee	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify types of evidence including relevant facts, quotes, examples, and definitions.		
2	Gather and evaluate evidence.		
3	Anticipate the audience's knowledge level, concerns, and values.		
4	Choose an appropriate, logical organization of evidence.		
5	Develop topic(s) thoroughly using precise language		
	Instructional Objectives		Standard
informatic content. W.11-12. informatic content. Use appro	Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, orga 2c. Write informative/explanatory texts to examine and conve on clearly and accurately through the effective selection, orgatopriate and varied transactions to link the major sections of the ythe relationships among complex ideas and concepts.	nization, and analysis of ry complex ideas and nization, and analysis of e text, create cohesion,	Reference
informatic content. W.11-12. informatic content. Use appro	on clearly and accurately through the effective selection, orga 2c. Write informative/explanatory texts to examine and conve on clearly and accurately through the effective selection, orga opriate and varied transactions to link the major sections of th	nization, and analysis of y complex ideas and nization, and analysis of	Assessment Correlation
informatic content. W.11-12. informatic content. Use appro	on clearly and accurately through the effective selection, orga 2c. Write informative/explanatory texts to examine and conve on clearly and accurately through the effective selection, orga opriate and varied transactions to link the major sections of the relationships among complex ideas and concepts.	nization, and analysis of y complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced	Assessment
informaticontent. W.11-12. informaticontent. Use approand clarif	2c. Write informative/explanatory texts to examine and converge on clearly and accurately through the effective selection, orgated priate and varied transactions to link the major sections of the year to relationships among complex ideas and concepts. Performance Objectives Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text	nization, and analysis of y complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced	Assessment
informaticontent. W.11-12. informaticontent. Use approand clarif	2c. Write informative/explanatory texts to examine and converge on clearly and accurately through the effective selection, orgatory texts and varied transactions to link the major sections of the year the relationships among complex ideas and concepts. Performance Objectives Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text and create cohesion. Clarify the relationships among complex ideas and	nization, and analysis of y complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced	Assessment
informaticontent. W.11-12. informaticontent. Use approand clariff 1 2 3 W.CCR.2. informaticontent.	2c. Write informative/explanatory texts to examine and converge on clearly and accurately through the effective selection, orgatory to conclearly and accurately through the effective selection, orgatory and accurately through the effective selection, orgatory and varied transactions to link the major sections of the younge oppriate and varied transactions among complex ideas and concepts. Performance Objectives Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text and create cohesion. Clarify the relationships among complex ideas and concepts. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Instructional Objectives Write informative/explanatory texts to examine and convey conclearly and accurately through the effective selection, organized.	rization, and analysis of by complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of	Assessment
informaticontent. W.11-12. informaticontent. Use approand clarif	2c. Write informative/explanatory texts to examine and converge on clearly and accurately through the effective selection, orgatory to clearly and accurately through the effective selection, orgatory and varied transactions to link the major sections of the year the relationships among complex ideas and concepts. Performance Objectives Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text and create cohesion. Clarify the relationships among complex ideas and concepts. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Instructional Objectives Write informative/explanatory texts to examine and convey of	rization, and analysis of by complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced in scope/Sequence complex ideas and nization, and analysis of ey complex ideas and	Assessment Correlation
informatic content. W.11-12. informatic content. Use approand clariff 1 2 3 W.CCR.2. informatic content. W.11-12. informatic content. Use preci	2c. Write informative/explanatory texts to examine and converge on clearly and accurately through the effective selection, orgatory taxes and varied transactions to link the major sections of the year through the relationships among complex ideas and concepts. Performance Objectives Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text and create cohesion. Clarify the relationships among complex ideas and concepts. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Instructional Objectives Write informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organically informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organically informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organically informative/explanatory texts to examine and convey con clearly and accurately through the effective selection, organically informative/explanatory texts to examine and convey concepts.	rization, and analysis of by complex ideas and nization, and analysis of e text, create cohesion, Resource Referenced in scope/Sequence omplex ideas and nization, and analysis of ey complex ideas and nization, and analysis of ey complex ideas and nization, and analysis of	Assessment Correlation

1	Recognize and use metaphor, simile, and analogy.		
2	Know and use the jargon of the domain for which students		
2	are writing.		
3	Know and apply the difference between vague and precise		
3	language.		
4	Use precise language, domain specific vocabulary, and		
4	techniques.		
5	Manage the complexity of the topic with techniques such		
3	as metaphor, simile, or analogy.		
			Standard
W CCD 3	Instructional Objectives	ampley ideas and	Reference
	. Write informative/explanatory texts to examine and convey co		Reference
	ion clearly and accurately through the effective selection, organ	lization, and analysis of	0.13Cmah C.1.1
content.	2. Muite information / a mlanatom tanta to a consider and a surre		9-12Spch.6.1.1
	.2e. Write informative/explanatory texts to examine and convey		
	ion clearly and accurately through the effective selection, organ	lization, and analysis of	
content.			
	and maintain a formal style and objective tone while attending	to the norms and	
conventi	ons of the discipline in which they are writing.	1_	_
	Performance Objectives	Resource	Assessment
		Referenced in	Correlation
		scope/Sequence	
1	Understand and identify formal and informal style.		
2	Understand the difference between objective and		
	subjective tone.		
3	Understand and apply appropriate format for the discipline		
	for which the students are writing.		
4	Know and apply standard conventions for punctuation,		
	capitalization, spelling, and grammar.		
5	Establish and maintain a formal style and objective tone		
	while attending to the norms and conventions of the		
	discipline in which they are writing.		
	Instructional Objectives		Standard
W.CCR.2	 Write informative/explanatory texts to examine and convey co 	omplex ideas and	Reference
nformat	ion clearly and accurately through the effective selection, organ	ization, and analysis of	
content.			
W.11-12	.2f. Write informative/explanatory texts to examine and convey	complex ideas and	
nformat	ion clearly and accurately through the effective selection, organ	ization, and analysis of	
content.		•	
Provide a	concluding statement or section that follows from and support	ts the information or	
	ion presented (e.g., articulating implications of the significance		
	Performance Objectives	Resource	Assessment
	, , , , , , , , , , , , , , , , , , , ,	Referenced in	Correlation
		scope/Sequence	
1	Draw conclusions from evidence in the student's work.	- 1 / 1	
2	Provide a concluding statement or section that supports		
_	the information or explanation presented (e.g., articulating		
	implications or the significance of the topic).		
	Instructional Objectives	<u> </u>	Standard
W CCD 3	Write narratives to develop real or imagined experiences or ev	vents using effective	Reference
	es, well-chosen details, and well-structured event sequences.	rents using effective	Veleteline
		r avants using offostive	
v.11-12	.3a. Write narratives to develop real or imagined experiences or	r events using effective	

technique	s, well-chosen details, and well-structured event sequences.		
-	d orient the reader by setting out a problem, situation, or ob	servation and	
	ng one or multiple point(s) of view, and introducing a narrator		
	mooth progression of experiences or events.	and or characters,	
0.000000	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Engage and orient the reader by setting out a problem,	coope, coquence	
_	situation, or observation and its significance.		
2	Establish one or multiple point(s) of view.		
3	Introduce a narrator and/or characters.		
4	Create a smooth progression of experiences or events.		
<u> </u>	Instructional Objectives		Standard
W.CCR.3.	Write narratives to develop real or imagined experiences or e	events using effective	Reference
	s, well-chosen details, and well-structured event sequences.		
	Bb. Write narratives to develop real or imagined experiences	or events using effective	9-12Spch.6.2.7
	s, well-chosen details, and well-structured event sequences.		
	tive techniques, such as dialogue, pacing, description, reflecti	on, and multiple plot	
	evelop experiences, events, and/or characters.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Know and apply techniques for writing dialogue.		
2	Employ syntactical devices to control pacing.		
3	Utilize vivid nouns and verbs to describe characters,		
	setting, etc.		
4	Use narrative techniques, such as dialogue, pacing,		
	description, reflection, and multiple plot lines, to develop		
	experiences, events, and/or characters.		
	Instructional Objectives		Standard
	Write narratives to develop real or imagined experiences or ϵ	events using effective	Reference
-	s, well-chosen details, and well-structured event sequences.		
	3c. Write narratives to develop real or imagined experiences of	or events using effective	9-12Spch.6.2.7
	s, well-chosen details, and well-structured event sequences.		
	ety of techniques to sequence events so that they build on or		
	whole and build toward a particular tone and outcome (e.g., a	s sense of mystery,	
suspense,	growth, or resolution).	D	A
	Performance Objectives	Resource Referenced	Assessment
1	Demonstrate understanding of chronology.	in scope/Sequence	Correlation
2	Understand how word choice contributes to tone.		
3	Use a variety of techniques to sequence events so that		
J	they build on one another to create a coherent whole		
	and build toward a particular tone and outcome.		
	Instructional Objectives		Standard
W.CCR.3.	Write narratives to develop real or imagined experiences or e	events using effective	Reference
	s, well-chosen details, and well-structured event sequences.		
•	8d. Write narratives to develop real or imagined experiences	or events using effective	
	s, well-chosen details, and well-structured event sequences.	2 22 22 22 22 22 22 22 22 22 22 22 22 2	
-	e words and phrases, telling details, and sensory language to	convey a vivid picture	
	eriences, events, setting and/or characters.	, ,	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation

	11 11 11		
1	Identify and use sensory language (imagery).		
2	Revise writing for precision and detail.		
3	Use precise words and phrases, telling details, and sensory		
	language to convey a vivid picture of the experiences,		
	events, setting, and/or characters.		Chanaland
W CCD 2	Instructional Objectives	tai.a.a. affaatia	Standard
	. Write narratives to develop real or imagined experiences or ex	vents using effective	Reference
	es, well-chosen details, and well-structured event sequences. 3e. Write narratives to develop real or imagined experiences o	r events using effective	9-12Spch.6.2.7
	es, well-chosen details, and well-structured event sequences.	i events using enective	
	a conclusion that follows from and reflects on what is experience	ed observed or	
	over the course of the narrative.	ca, obscivea, oi	
10001100	Performance Objectives	Resource	Assessment
	r cirorinance o ajectives	Referenced in	Correlation
		scope/Sequence	
1	Identify a theme in a student's narrative.	- cop o, coquent	
	,		
2	Provide a conclusion that follows from and reflects on what		
	is experienced, observed, or resolved over the course of		
	the narrative.		
	Instructional Objectives	1	Standard
W.CCR.4	Produce clear and coherent writing in which the development,	organization, and style	Reference
	opriate to task, purpose, and audience.		
W.11-12	.4 Produce clear and coherent writing in which the developmen	t, organization, and	9-12Spch.6.2.4
style are	appropriate to task, purpose, and audience. (Grade-specific exp	ectations for writing	
types are	e defined in standards 1-3 above.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Determine audience and purpose of the task.		
2	Engage in prewriting activities to clarify specific topic,		
	thesis, and proposed development.		
3	Draft initial paper.		
4	Revise for content, organization, coherence, voice, word		
	choice, and fluency.		
5	Edit/proofread for conventions.		
6	Produce clear and coherent writing in which the		
	development, organization, and style are appropriate to		
	task, purpose, and audience.		0. 1.1
ccp =	Instructional Objectives	19.1	Standard
	Develop and strengthen writing as needed by planning, revising	g, editing, rewriting, or	Reference
	new approach.	ing aditing rougiting	9-12Spch.6.2.4
	.5 Develop and strengthen writing as needed by planning, revisi a new approach, focusing on addressing what is most significar		9-125pcn.6.2.4
and audi		it for a specific purpose	
unu auul	Performance Objectives	Resource Referenced	Assessment
	renormance objectives	in scope/Sequence	Correlation
1	Determine audience and purpose of the task.	in scope, sequence	Correlation
2	Engage in prewriting activities to clarify specific topic,		
۷	thesis, and proposed development.		
2			
3	Draft initial paper.		

4	Revise for content, organization, coherence, voice, word		
•	choice, and fluency.		
5	Edit/proofread for conventions.		
6	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.		
	Instructional Objective		Standard
interact a	Use technology, including the Internet, to produce and publised the collaborate with others.		Reference
	6 Use technology, including the Internet, to produce, publish, writing products, in response to ongoing feedback, including on.		9-12Spch.6.2.3
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Draft a paper using technology.		
2	Use the Internet to find additional relevant information.		
3	Share the draft with peer editing group.		
4	Apply suggestions to improve writing.		
5	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.		
	Instructional Objectives		Standard
	Conduct short as well as more sustained research projects ba		Reference
	s, demonstrating understanding of the subject under investiga		
	7. Conduct short as well as more sustained research projects t		
	g a self-generated question) or solve a problem; narrow or bro		
	ate; synthesize multiple sources on the subject, demonstrating	understanding of the	
subject u	nder investigation.	I	
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Conduct short, as well as, more sustained research	iii scope/ sequence	Correlation
1	projects to answer a question (including a self-generated		
	question) or solve a problem.		
2			
3	Narrow or broaden the inquiry when appropriate. Synthesize multiple sources on the subject.		
<u>3</u>	Demonstrate understanding of the subject under		1
4			
	investigation. Instructional Objectives		Standard
W CCD o	Instructional Objectives Gather relevant information from multiple print and digital so	ources asses the	Standard Reference
	ity and accuracy of each source, and integrate the information	•	Veleteline
plagiarisr		i wille avolullig	
	n. 8. Gather relevant information from multiple authoritative prir	nt and digital sources	
	ance searches effectively; assess the strengths and limitations		
_	sk, purpose and audience; integrate information into the test s		
	of ideas, avoiding plagiarism and following a standard format f		
CITC HOW	Performance Objectives	Resource Referenced	Assessment
	r crioiniance objectives	in scope/Sequence	Correlation
1	Gather relevant information from multiple authoritative	in scope, sequence	Correlation
1	print and digital sources, effectively using advanced		
	print and digital sources, effectively using advanced		

	searches.		
2	Assess the strengths and limitations of each source in		
2	terms of the task, purpose, and audience.		
3	Integrate information into the text selectively to maintain		
3	the flow of ideas.		
4	Avoid plagiarism and overreliance on any one source and		
•	follow a standard format for citation.		
	Instructional Objectives	•	Standard
w.ccr.9.	Draw evidence from literary or informational texts to support	analysis, reflection,	Reference
and resea			
	a. Draw evidence from literary or informational texts to supp	ort analysis, reflection,	None
and resea			
	des 11-12 Reading standards to literature (e.g. "Demonstrate	_	
	h-, nineteenth- and early-twentieth century foundational wor		
	including how two or more texts from the same period treat	similar themes or	
topics").		1	_
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Given a set of texts from the same time period, identify		
	similar themes or topics through close reading and		
	analysis.		
2	Generate and develop a thesis illustrating an		
	understanding of eighteenth-, nineteenth-, and twentieth-		
	century texts that treat similar themes or topics.		
	Instructional Objectives		Standard
	Draw evidence from literary or informational texts to support	analysis, reflection,	Reference
and resea			
	9b. Draw evidence from literary or informational texts to supp	ort analysis, reflection,	
and resea			
	des 11-12 Reading standards to nonfiction(e.g. "Delineate and		
	U.S. texts, including the application of constitutional principl	_	
	[e.g., in U.S. Supreme Court Case majority opinions and disse		
	and arguments in works of public advocacy [e.g., The Federal	ist, presidential	
addresses			
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Draw evidence from a set of given texts.		
2	Identify similar thematic threads or topics through close		
	reading and analysis.		
3	Generate and develop a thesis illustrating an		
	understanding of seminal U.S. literary nonfiction texts,		
	that treat similar themes or topics.		
	Instructional Objectives		Standard
	. Write routinely over extended time frames (time for research	The state of the s	Reference
	and shorter time frames (a single sitting or a day or two) for a	range of tasks,	
	and audience.		
	LO. Write routinely over extended time frames (time for resea		
-	and shorter time frames (a single sitting or a day or two) for a	range of tasks,	
purposes.			
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation

1	Identify a writing tack numbers and sudicases		
2	Identify a writing task, purpose, and audience.		
2	Use skills developed in standards 1-9 to compose writing		
	assignments of varied length and complexity for a range of tasks.		
	Instructional Objectives		Standard
SL.CCR.1	Prepare for and participate effectively in a range of conversation	ons and collaborations	Reference
with diver	se partners, building on others' ideas and expressing their own	n clearly and	
persuasive	ely.		None
	1a. Initiate and participate effectively in a range of collaborati	-	
_	oups, and teacher-led) with diverse partners on grades 11-12 t	· · · · · · · · · · · · · · · · · · ·	
_	n others' ideas and expressing their own clearly and persuasiv	-	
	iscussions prepared having read and researched material und		
	nat preparation by referring to evidence from texts and other	research on the topic	
	stimulate a thoughtful, well-reasoned exchange of ideas.	Danauman Dafamamand	A
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Question assigned reading material in order to initiate	iii scope/ sequence	Correlation
_	discussion.		
2	Interpret previously assigned reading material and		
	research material related to the assigned reading.		
3	Refer to evidence from other texts.		
4	Compose and create a thoughtful well-reasoned response		
	of ideas presented and present ideas in discussion.		
5	Come to discussions prepared, having read and		
	researched material under study; explicitly draw on that		
	preparation by referring to evidence from other tests and		
	other research on the topic or issue to stimulate		
	thoughtful, well-reasoned exchange of ideas.		
CL CCD 1 F	Instructional Objectives	ana and anllahanations	Standard
	Prepare for and participate effectively in a range of conversations se partners, building on others' ideas and expressing their own		Reference
persuasive		ir clearly and	None
•	.ry. 1b. Initiate and participate effectively in a range of collaborati	ve discussions (one-on-	None
	pups, and teacher-led) with diverse partners on grades 11-12 t		
_	n others' ideas and expressing their own clearly and persuasiv	· · ·	
	peers to set rules for collegial discussions and decision-making		
	, taking votes on key issues, presentation of alternate views),	clear goals and	
	and individual roles as needed.		
NO.	Performance Objectives	Resource Referenced	Assessment
	5	in scope/Sequence	Correlation
1	Establish group goals.		
3	Structure groups rules, roles, procedures and timelines.		
3	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on		
	key issues, presentation of alternate views), clear goals		
	and deadlines, and individual roles as needed.		
	Instructional Objectives		Standard
SL.CCR.1 F	Prepare for and participate effectively in a range of conversation	ons and collaborations	Reference
	se partners, building on others' ideas and expressing their ow		
persuasive			None
SL. 11-12.	1c. Initiate and participate effectively in a range of collaboration	ve discussions (one-on-	

	oups, and teacher-led) with diverse partners on grades 11-12	tonics texts and issues	
_	n others' ideas and expressing their own clearly and persuasi		
_	oversations by posing and responding to questions that relate	•	
-	r themes or larger ideas; actively incorporate others into the		
	challenge ideas and conclusions.	, ,,	
NO.	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Propel conversations through questioning, restating		
	responding strategies.		
2	Actively incorporate other.		
3	Validate, defend or negotiate ideas and conclusions.		
4	Identify alternative and classify advantages and		
	disadvantages or those alternatives.		
5	Propel conversations by posing and responding to		
	questions that relate the current discussion to broader		
	themes or larger ideas; actively incorporate others into		
	the discussions; and clarify, verify, or challenge ideas and		
	conclusions.		
	Instructional Objectives		Standard
	Prepare for and participate effectively in a range of conversat		Reference
	se partners, building on others' ideas and expressing their ov	vn clearly and	
persuasive			None
	1d. Initiate and participate effectively in a range of collaborate	•	
_	oups, and teacher-led) with diverse partners on grades 11-12		
_	n others' ideas and expressing their own clearly and persuasi	· ·	
•	houghtfully to diverse perspectives, summarize point of agre		
	ent, and when warranted, qualify or justify their own views a connections in the light of the evidence and reasoning prese		
make new		ntod	
			Assassment
NO.	Performance Objectives	Resource Referenced	Assessment Correlation
NO.	Performance Objectives		Assessment Correlation
NO.	Performance Objectives Respond thoughtfully to others' perspectives.	Resource Referenced	
NO. 1 2	Performance Objectives Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement.	Resource Referenced	
NO. 1 2 3	Performance Objectives Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence.	Resource Referenced	
NO. 1 2	Performance Objectives Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented.	Resource Referenced	
NO. 1 2 3 4	Performance Objectives Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and	Resource Referenced	
NO. 1 2 3 4 5	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Resource Referenced in scope/Sequence	Correlation
NO. 1 2 3 4 5	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives	Resource Referenced in scope/Sequence	Correlation
NO. 1 2 3 4 5 SL.CCR.2 I visually, q	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse mediang and make new connections and objectives	Resource Referenced in scope/Sequence	Correlation
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse mediuantitatively, and orally.	Resource Referenced in scope/Sequence	Standard Reference
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse medicantitatively, and orally.	Resource Referenced in scope/Sequence	Standard Reference
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2 (i.e., visua	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diverselly, quantitatively, orally) evaluating the credibility and accurrence.	Resource Referenced in scope/Sequence ia and formats, including rese media or formats acy of each source.	Standard Reference
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2 (i.e., visua	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diverselly, quantitatively, orally) evaluating the credibility and accurrence.	Resource Referenced in scope/Sequence ia and formats, including rese media or formats acy of each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2 (i.e., visua	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse medicantitatively, and orally. Integrate multiple sources of information presented in diverselly, quantitatively, orally) evaluating the credibility and accurate. Performance Objectives	Resource Referenced in scope/Sequence ia and formats, including rese media or formats acy of each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2 (i.e., visually) NO.	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diverselly, quantitatively, orally) evaluating the credibility and accurrence of the composition of t	Resource Referenced in scope/Sequence ia and formats, including rese media or formats acy of each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.11-12.2 (i.e., visual NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Instructional Objectives Integrate and evaluate information presented in diverse medicularitatively, and orally. Integrate multiple sources of information presented in diverselly, quantitatively, orally) evaluating the credibility and accurate Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source.	Resource Referenced in scope/Sequence ia and formats, including rese media or formats acy of each source. Resource Referenced	Standard Reference None

	source.		
	Instructional Objectives		Standard
SL.CCR.3.	Evaluate a speaker's point of view, reasoning, and use of evidence	ence and rhetoric.	Reference
SL.11-12.3	3. Evaluate a speaker's point of view, reasoning, and use of evi	dence and rhetoric,	
identifying	g any fallacious reasoning or exaggerated or distorted evidenc	e.	
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Evaluate the speaker's point of view, reasoning, and use of		
	evidence and rhetoric.		
2	Critique any fallacious reasoning, identifying		
	 Exaggerated 		
	 Missing 		
	Distorted evidence		
3	Evaluated a speaker's point of view, reasoning, and use of		
	evidence and rhetoric, identifying any fallacious reasoning		
	or exaggerated or distorted evidence.		
	Instructional Objectives		Standard
SL.CCR.4.	Present information, findings, and supporting evidence such t	hat listeners can follow	Reference
	reasoning and the organization, development, and style are a		
	and audience.	,	
	I. Present information, findings, and supporting evidence clea	rly, concisely, and	
logically s	uch that listeners can following the line of reasoning and the c	organization,	
_	ent, substance, and style are appropriate to purpose, audienc	_	
NO.	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Organize information clearly and logically.		
2	Present information clearly so others can follow the lines		
	of reasoning.		
3	Implement substance and style that are appropriate to		
	audience and task.		
4	Present information, findings, and supporting evidence		
	clearly, concisely, and logically such that listeners can		
	follow the line of reasoning and the organization,		
	development, substance, and style are appropriate to		
	purpose, audience, and task.		
	Instructional Objectives	ı	Standard
SL.CCR.5.	Make strategic use of digital media and visual displays of data	to express information	Reference
	nce understanding of presentations.	•	
SL.11-12.5	Make strategic use of digital media (e.g., Textual, graphical,	audio, visual and	
interactive	e) in presentations to enhance understanding of findings, reas	oning, and evidence	
and to add	· · ·		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
			_
1	Identify which media and principles of graphic design will		
1	Identify which media and principles of graphic design will best enhance and represent a presentation.		
1 2	, , , , , , , , , , , , , , , , , , , ,		
	best enhance and represent a presentation.		
2	best enhance and represent a presentation. Apply strategic use of digital media to presentations.		
2	best enhance and represent a presentation. Apply strategic use of digital media to presentations. Make strategic use of digital media (e.g., textual,		

	Instructional Objectives		Standard		
SI CCD 6	SL.CCR.6. Adapt speech to a variety of context and communicative tasks, demonstrating				
command	Reference				
	 Adapt speech to a variety of context and tasks, demonstration nen indicated or appropriate. 	ing command of formal			
NO.	Performance Objectives	Resource Referenced	Assessment		
140.	renormance objectives	in scope/Sequence	Correlation		
1	Identify audience.	in scope, sequence	Correlation		
2	Identify appropriate language (informal or formal).				
3	Adapt speech to a variety of tasks and contexts including				
3	formal English.				
4	Adapt speech to a variety of contexts and tasks,				
7	demonstrating command of formal English when indicated				
	or appropriate.				
	Instructional Objectives		Standard		
I CCR 1 D	emonstrate command of the conventions of standard English	grammar and usage	Reference		
	ing or speaking.	i Braininar and usage	Reference		
	ing or speaking. Demonstrate command of the conventions of standard Eng	lish grammar and usage			
	ing or speaking.	non granniar and asage			
	understanding that usage is a matter of convention, can char	nge over time and is			
	s contested.	ige over time, and is			
NO.	Performance Objectives	Resource Referenced	Assessment		
	i ciroimanee objectives	in scope/Sequence	Correlation		
1	Explain that usage is a matter of convention, can change				
	over time, and is sometimes contested.				
2	Articulate examples which demonstrate that usage is a				
	matter of convention, can change over time, and				
	is sometimes contested.				
3	Recognize words have changed in meaning and				
	convention over time.				
	Instructional Objectives		Standard		
	emonstrate command of the conventions of standard English	grammar and usage	Reference		
	ing or speaking.				
	 Demonstrate command of the conventions of standard Eng 	lish grammar and usage			
	ing or speaking.				
	sues of complex or contested usage, consulting references (e.	_			
	of English Usage, Garner's Modern American Usage) as need				
NO.	Performance Objectives	Resource Referenced	Assessment		
	Her references as all the second seco	in scope/Sequence	Correlation		
1	Use references or other resources to resolve issues of				
	complex or contested usage.		Chanalan I		
1 660 3 5	Instructional Objective		Standard		
	emonstrate command of the conventions of standard English	capitalization,	Reference		
•	on, and spelling when writing.	lich conitalization			
	Demonstrate command of the conventions of standard Eng	iish capitalization,			
	on, and spelling when writing.				
	yphenation conventions.	Posoures Pofessional	Accocamant		
NO.	Performance Objectives	Resource Referenced	Assessment		
4	lating dues hough anotice mules	in scope/Sequence	Correlation		
1	Introduce hyphenation rules.				
2	Identify compound words and numbers that should use a				

,	hyphen.		
3	Locate correct and incorrect hyphen usage.		
4	Construct sentences that demonstrate correct hyphen		
	usage.		
	Instructional Objective		Standard
L.CCR.2	Demonstrate command of the conventions of standard English	capitalization,	Reference
punctuat	ion, and spelling when writing.	•	
L.11-12.2	2b. Demonstrate command of the conventions of standard Eng	lish capitalization,	
punctuat	ion, and spelling when writing.		
Spells Co	rrectly.		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Incorporate spelling rules in the writing process.		
2	Construct a document that demonstrates a grasp of		
	correct spelling conventions		
3	Proofread student writing for correct spelling		
	conventions.		
	Instructional Objective		Standard
	Apply knowledge of language to understand functions in differ		Reference
	choices for meaning or style, and to comprehend more fully w	hen reading or	
listening.		· · · · · · · ·	
	Ba. Apply knowledge of language to understand functions in di		
	ective choices for meaning or style, and to comprehend more	fully when reading or	
listening.		\ f	
	tax for effect, consulting references (e.g., Tufte's Artful Senten	-	
NO.	apply an understanding of syntax to the study of complex text Performance Objectives	Resource Referenced	Assessment
NO.	Performance Objectives	in scope/Sequence	Assessment
			Correlation
7	Dofino cyntay	in scope, sequence	Correlation
	Define syntax.	in scope, sequence	Correlation
2	Classify types of syntax (e.g. sentence types, sentence	in scope, sequence	Correlation
2	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses).	in scope/ sequence	Correlation
	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex	in scope/ sequence	Correlation
3	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading.	in scope, sequence	Correlation
3	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student	in scope, sequence	Correlation
3	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing.	in scope/ sequence	
3	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives		Standard
2 3 4 L.CCR.4.	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning of unknown and unknown	eaning words and	
3 4 L.CCR.4. phrases t	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meany using context clues, analyzing meaningful word parts, and context clues.	eaning words and	Standard
3 4 L.CCR.4. phrases to specialize	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and coed reference material, as appropriate.	eaning words and onsulting general and	Standard
L.CCR.4. phrases to specialize L.11-12.4	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and celed reference material, as appropriate. Ia. Determine or clarify the meaning of unknown and multiple	eaning words and onsulting general and meaning words and	Standard
L.CCR.4. phrases bespecialized.11-12.4 phrases bespecialized.	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and code reference material, as appropriate. Instructional Objectives Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility	eaning words and onsulting general and meaning words and	Standard
L.CCR.4. phrases bespecialized11-12.4 phrases bestrategie.	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and code reference material, as appropriate. Instructional Objectives Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility	eaning words and onsulting general and meaning words and of from a range of	Standard
L.CCR.4. phrases to specialize L.11-12.4 phrases to strategie. Use continuous	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and context clues, analyzing and context, choosing flexibility of the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility is.	eaning words and onsulting general and meaning words and of from a range of	Standard
L.CCR.4. phrases to specialize L.11-12.4 phrases to strategie. Use continuous	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and context clues, and context clues, analyzing meaningful word parts, and context clues, analyzing and context, choosing flexibility is cased on grades 11-12 reading and context, choosing flexibility is. ext (e.g., the overall meaning of a sentence or paragraph; a word context clues.	eaning words and onsulting general and meaning words and of from a range of	Standard
L.CCR.4. phrases to specialize the strategie use contifunction	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple means using context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues are appropriate. Ja. Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility is served. Example 11-12 reading and context, choosing flexibility is served.	eaning words and onsulting general and meaning words and from a range of ord's position or	Standard Reference
L.CCR.4. phrases to specialize the strategie use contifunction	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple means using context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues are propriate. Instructional Objectives Determine or clarify the meaning of unknown and multiple context clues are propriate. Instructional Objectives Performance Objectives	eaning words and onsulting general and meaning words and from a range of ord's position or	Standard Reference
L.CCR.4. phrases k specialize L.11-12.4 phrases k strategie Use conti	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple means using context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues are appropriate. Ja. Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility is served. Example 11-12 reading and context, choosing flexibility is served.	eaning words and onsulting general and meaning words and from a range of ord's position or	Standard Reference
L.CCR.4. chrases k specialize L.11-12.4 chrases k strategie Use conti	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple means using context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues are appropriate. Ja. Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility is. ext (e.g., the overall meaning of a sentence or paragraph; a word in a sentence) as a clue to the meaning of a word or phrase. Performance Objectives Generalize the meaning of unknown words based on context clues.	eaning words and onsulting general and meaning words and from a range of ord's position or	Standard Reference
L.CCR.4. Dhrases to specialize the contraction to t	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses). Apply an understanding of syntax to the study of complex texts when reading. Incorporate a variety of syntax types for effect in student writing. Instructional Objectives Determine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues are appropriate. Instructional Objectives Determine or clarify the meaning of unknown and multiple passed on grades 11-12 reading and context, choosing flexibility is sentence or paragraph; a word in a sentence) as a clue to the meaning of a word or phrase. Performance Objectives Generalize the meaning of unknown words based on	eaning words and onsulting general and meaning words and from a range of ord's position or	Standard Reference

			Reference	
	L.CCR.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and			
specialized				
	Determine or clarify the meaning of unknown and multiple			
-	sed on grades 11-12 reading and context, choosing flexibility	from a range of		
strategies.				
	d correctly use patterns of word changes that indicate different	ent meanings or parts of		
	g., conceive, conception, conceivable).	D D(1		
NO.	Performance Objectives	Resource Referenced	Assessment	
		in scope/Sequence	Correlation	
1	Recall Greek and Latin word roots, prefixes, affixes, and			
_	suffixes.			
2	Give Examples of patterns and shifts in word families.			
3	Correctly use patterns of word changes that indicate			
	different meanings or parts of speech in student writing.			
	Instructional Objectives		Standard	
	etermine or clarify the meaning of unknown and multiple me		Reference	
	using context clues, analyzing meaningful word parts, and co	onsulting general and		
	I reference material, as appropriate.		None	
	Determine or clarify the meaning of unknown and multiple r	_		
-	ised on grades 11-12 reading and context, choosing flexibility	from a range of		
strategies.				
	neral and specialized reference material (e.g., dictionaries, glo			
=	and digital, to find the pronunciation of a word or determine	or clarify its precise		
meaning, i				
		Г		
NO.	Performance Objectives	Resource Referenced	Assessment	
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation	
	Performance Objectives Consult reference material to find the pronunciation,			
NO.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word.		Correlation	
NO. 1	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives	in scope/Sequence	Correlation Standard	
NO. 1 L.CCR.4. D	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me	in scope/Sequence	Correlation	
NO. 1 L.CCR.4. D phrases by	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and context clues, analyzing meaningful word parts, and context clues.	in scope/Sequence	Correlation Standard Reference	
L.CCR.4. D phrases by specialized	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and cod reference material, as appropriate.	in scope/Sequence aning words and onsulting general and	Correlation Standard	
L.CCR.4. D phrases by specialized L.11-12.4c	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple	in scope/Sequence aning words and ansulting general and meaning words and	Correlation Standard Reference	
L.CCR.4. D phrases by specialized L.11-12.4c phrases ba	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and conference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility	in scope/Sequence aning words and ansulting general and meaning words and	Correlation Standard Reference	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and conference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility	in scope/Sequence aning words and onsulting general and meaning words and from a range of	Correlation Standard Reference	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phras	in scope/Sequence aning words and onsulting general and meaning words and from a range of	Correlation Standard Reference	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and cod reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrasteaning in context or in a dictionary).	in scope/Sequence aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phras	aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the inferred m	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrasteaning in context or in a dictionary). Performance Objectives	in scope/Sequence aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the inferred m NO.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrase eaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases.	aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the inferred m	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and coloreference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrase leaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference	aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the inferred m NO.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrase leaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material.	aning words and consulting general and meaning words and from a range of e (e.g., by checking the	Standard Reference 9.LA.1.8.2 Assessment Correlation	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and color reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrase leaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective	aning words and brighting general and meaning words and from a range of e (e.g., by checking the Resource Referenced in scope/Sequence	Standard Reference 9.LA.1.8.2 Assessment Correlation	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO. 1 2 L.CCR.5. D	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and color reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrasteaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuances.	in scope/Sequence aning words and onsulting general and meaning words and from a range of e (e.g., by checking the Resource Referenced in scope/Sequence	Standard Reference 9.LA.1.8.2 Assessment Correlation	
L.CCR.4. D phrases by specialized L.11-12.4d phrases be strategies. Verify the inferred m NO. 1 2 L.CCR.5. D L.11-12.5a	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and conference material, as appropriate. Determine or clarify the meaning of unknown and multiple inseed on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrast leaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuances. Demonstrate understanding or word relationships and nuances.	in scope/Sequence aning words and onsulting general and meaning words and from a range of e (e.g., by checking the Resource Referenced in scope/Sequence s in word meanings. aces in word meanings.	Standard Reference 9.LA.1.8.2 Assessment Correlation Standard Reference	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO. 1 2 L.CCR.5. D L.11-12.5a Interpret f	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and color reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrasteaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuances.	in scope/Sequence aning words and onsulting general and meaning words and from a range of e (e.g., by checking the Resource Referenced in scope/Sequence s in word meanings. aces in word meanings.	Standard Reference 9.LA.1.8.2 Assessment Correlation Standard Reference 9-12.Spch.6.2.6	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO. 1 2 L.CCR.5. D L.11-12.5a Interpret fixxt.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phraseaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuance igures of speech (e.g., hyperbole, paradox) in context and analysis.	in scope/Sequence aning words and ensulting general and ensulting general and ensulting words and from a range of e (e.g., by checking the e)).	Standard Reference 9.LA.1.8.2 Assessment Correlation Standard Reference 9-12.Spch.6.2.6 9LA.2.3.6	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO. 1 2 L.CCR.5. D L.11-12.5a Interpret f	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple meaning context clues, analyzing meaningful word parts, and conference material, as appropriate. Determine or clarify the meaning of unknown and multiple inseed on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phrast leaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuances. Demonstrate understanding or word relationships and nuances.	aning words and should be an ing words and should be an ing words and from a range of the (e.g., by checking the compared in scope/Sequence) s in word meanings. The in word meanings in word meanings. The allyzes their role in the compared to the compare	Standard Reference 9.LA.1.8.2 Assessment Correlation Standard Reference 9-12.Spch.6.2.6 9LA.2.3.6 Assessment	
L.CCR.4. D phrases by specialized L.11-12.4d phrases bastrategies. Verify the inferred m NO. 1 2 L.CCR.5. D L.11-12.5a Interpret fixxt.	Performance Objectives Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word. Instructional Objectives etermine or clarify the meaning of unknown and multiple me using context clues, analyzing meaningful word parts, and colored reference material, as appropriate. Determine or clarify the meaning of unknown and multiple used on grades 11-12 reading and context, choosing flexibility preliminary determination of the meaning of a word or phraseaning in context or in a dictionary). Performance Objectives Generalize the meaning of unknown words and phrases. Assess student generated definition with reference material. Instructional Objective emonstrate understanding or word relationships and nuance igures of speech (e.g., hyperbole, paradox) in context and analysis.	in scope/Sequence aning words and ensulting general and ensulting general and ensulting words and from a range of e (e.g., by checking the e)).	Standard Reference 9.LA.1.8.2 Assessment Correlation Standard Reference 9-12.Spch.6.2.6 9LA.2.3.6	

	paradox .		
2	Explain what a specific figure of speech adds to a		
	published text and/or why the author chose to use that		
	specific figure of speech.		
3	Demonstrate understanding of figurative language by		
	using various figures of speech in student writing.		
4	Point out why a certain author would use a hyperbole or		
	paradox to support or convey the theme of his/her		
	published work.		
	Instructional Objective		Standard
L.CCR.5.	emonstrate understanding or word relationships and nuances	s in word meanings.	Reference
L.11-12.5	Demonstrate understanding or word relationships and nuar	nces in word meanings.	
Analyze n	uances in the meaning of words with similar denotations.		9LA.2.3.6
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify the denotative meaning of common words.		
2	Interpret the implied mood/tone of a word based on its		
	denotative meaning.		
3	Differentiate denotations of commons words used in		
	published works.		
	Instructional Objectives		Standard
L.CCR.6. A	cquire and use accurately a range of general academic and do	main-specific words	Reference
-	es sufficient for reading, writing, speaking, and listening as the	_	
	level; demonstrate independence in gathering vocabulary kno	_	None
	g a word or phrase important to comprehension or expression		
	Acquire and use accurately a range of general academic and of		
-	es sufficient for reading, writing, speaking, and listening as the	_	
	level; demonstrate independence in gathering vocabulary kno	_	
considerir	g a word or phrase important to comprehension or expression		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Recall the process for finding and identifying unknown		
	domain specific and general academic vocabulary words		
	and phrases.		
2	Illustrate the process.		
3	Transfer found vocabulary into student writing.		