

North Gem School District 149

Language Arts – English 11

District Course #

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.

Adopted Materials

Course Title English 11			District Reference
Instructional Objective			Standard Reference
<p>R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>			
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			Standard Reference
<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p>			
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.		

4	Summarize objectively extended pieces of literature.		
Instructional Objective			Standard Reference
<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Distinguish how setting can enhance the impact of a literary work.	Year-long	EOC, ISAT
2	Trace character development throughout a work of literature.	Year-long	EOC, ISAT
3	Diagram plot structure and assess its effectiveness in the selected piece.	Year-long	EOC, ISAT
4	Identify and critique how motif and theme affect plot Development.	Year-long	EOC, ISAT
5	Correlate the elements of a story or dramatic piece as they each contribute to the work as a whole.		
Instructional Objectives			Standard Reference
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choice on meaning and tone, including language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)g words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Using contextual clues, determine the meanings of unfamiliar words and phrases.		EOC, ISAT
2	Identify specific words and alternative definitions used within the context of a piece of writing to develop and enhance meaning.		
3	Determine how the author's word choice contributes to the aesthetic appeal of the piece.		
Instructional Objectives			Standard Reference
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Isolate specific passages in a text for the purpose of comparing and contrasting their effectiveness within the development of the purpose or theme.		EOC, ISAT
2	Interpret the author's choice of resolution as it relates to the overall effectiveness of the piece.		EOC, ISAT

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 Reference
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text. RL.11-12. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Discern how poignant statements within a text should be interpreted.		EOC, ISAT
2	Distinguish how various points of view in selected texts contribute to the overall meaning and effectiveness of the text.		EOC, ISAT
3	Categorize different authors' views of their subjects (i.e., sarcasm, disdain, admiration).		
Instructional Objectives			Standard Reference
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			9-12.Spch.6.3.4
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Evaluate various forms of fictional texts (i.e., short stories, novels, dramas) according to specific teacher guidelines.		EOC, ISAT
2	Compare and contrast different versions of texts, including different mediums.		EOC, ISAT
3	Critique and evaluate different presentations of a literary piece to determine the merits of each.		EOC, ISAT
4	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		
Instructional Objectives			
R.CCR.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RL.11-12.8. (Not applicable to literature).			
Instructional Objectives			Standard Reference
R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches in authors take. RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century Foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		

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.		
Instructional Objectives			Standard Reference
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently. RL.11-12.10 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.			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
Instructional Objective			Standard Reference
R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from it. RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
Instructional Objective			Standard Reference
R.CCR.2 Determine central ideas themes of a text and analyze their development; summarize the key supporting details and ideas. RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the central idea of a published work.		
2	Record specific detail from the published work that shape 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 publish work without personal bias or opinion.		
<p style="text-align: center;">Instructional Objective</p> <p>R.CCR.3 Analyze how and why individuals, events, and idea develop and interact over the course of a text. RI.11-12.3 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.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
<p style="text-align: center;">Instructional Objectives</p> <p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone. RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and technical meanings; analyze the cumulative impact of specific word choice on meaning and tone(e.g., how the language of a court opinion differs from that of a newspaper).</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the tone of a text and its overall meaning.		
2	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.		
3	Interpret the figurative and connotative meaning of the words and phrases.		
4	Determine the impact the words and phrases have on the text.		
5	Analyze the cumulative impact of specific word choices on the meaning and tone of the text.		
6	Compare/contrast two different documents and analyze the differences in meaning and tone in word choice.		
7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of		

	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 Reference
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.11-12.5 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 of chapter).</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.6 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.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Determine the author’s point of view in a text.		
2	Determine an author’s purpose in a text.		
3	Locate the rhetorical devices the author uses in the text.		
4	Examine the author’s use of rhetoric to advance his/her point of view and purpose in a text.		
5	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			Standard Reference 9-12Spch.6.3.4
<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7 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.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read/View an informative account of a subject in two different mediums.		
2	Explain the differences between the two mediums.		
3	Differentiate between details in the account of the subject in the two different mediums.		
4	Analyze the different accounts of the same information to determine the specific emphasis of each account.		

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 Reference
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.11-12. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.11-12. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.			9-12Spch.6.2.6
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature.		
2	Make sense of the historical context and significance of each document.		
3	Determine how each seminal document addresses the themes and concepts.		
4	Compare and contrast how each seminal document addresses the themes and concepts.		
5	Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature.		
Instructional Objectives			Standard Reference
R.CCR.10. Read and comprehend complex literary and informational texts independently and proficiently. RI.11-12 By the end of grade 10, read and comprehend literary nonfiction in the grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Demonstrate ability to read grade level text at an independent and proficient level through formative		

	reading assessments.		
2	Build reading skills through scaffolding and support as the 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.		
Instructional Objectives			Standard Reference 9-12Spch.6.2.10
<p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Introduce precise, knowledgeable claim(s).		
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), counterclaims, reasons, and evidence.		
Instructional Objective			Standard Reference 9-12Spch.6.2.10
<p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define fair and accurate claims and biases.		
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			Standard Reference 9-12Spch.6.2.10
<p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify various sentence structures and types within the student’s work.		
2	Discuss the use of transitions within the student’s argumentation.		

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.		
<p style="text-align: center;">Instructional Objective</p> <p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12d. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Establish a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
2	Maintain the formal style and objective tone throughout the sample.		
<p style="text-align: center;">Instructional Objective</p> <p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Understand and apply paraphrasing and summarizing skills.		
2	Draw conclusions from evidence in the student's work.		
3	Provide a concluding statement or section that follows from and supports the argument presented.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Introduce a topic		
2	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.		
3	Utilize appropriate formatting (e.g., headings), graphics		

	(e.g., figures, tables), and multimedia when used to aid comprehension.		
<p align="center">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2b. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>			Standard Reference
	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		
<p align="center">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2c. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Determine and incorporate appropriate and varied transitions and syntax to link the major sections of the text and create cohesion.		
2	Clarify the relationships among complex ideas and concepts.		
3	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.		
<p align="center">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2d. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation

1	Recognize and use metaphor, simile, and analogy.		
2	Know and use the jargon of the domain for which students are writing.		
3	Know and apply the difference between vague and precise language.		
4	Use precise language, domain specific vocabulary, and techniques.		
5	Manage the complexity of the topic with techniques such as metaphor, simile, or analogy.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2e. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>			<p style="text-align: center;">Standard Reference</p> <p>9-12Spch.6.1.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
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.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2f. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications of the significance of the topic).</p>			<p style="text-align: center;">Standard Reference</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Draw conclusions from evidence in the student's work.		
2	Provide a concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. Write narratives to develop real or imagined experiences or events using effective</p>			<p style="text-align: center;">Standard Reference</p>

techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, and establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Engage and orient the reader by setting out a problem, 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.		
Instructional Objectives W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.11-12.3b. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			Standard Reference 9-12Spch.6.2.7
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.11-12.3c. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).			Standard Reference 9-12Spch.6.2.7
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Demonstrate understanding of chronology.		
2	Understand how word choice contributes to tone.		
3	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.		
Instructional Objectives W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.11-12.3d. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.			Standard Reference
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation

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.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3e. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			<p>Standard Reference 9-12Spch.6.2.7</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify a theme in a student’s narrative.		
2	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>			<p>Standard Reference 9-12Spch.6.2.4</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>			<p>Standard Reference 9-12Spch.6.2.4</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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	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.		
<p style="text-align: center;">Instructional Objective</p> <p>W.CCR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, in response to ongoing feedback, including new arguments or information.</p>			<p style="text-align: center;">Standard Reference</p> <p>9-12Spch.6.2.3</p>
	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.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			<p style="text-align: center;">Standard Reference</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Conduct short, as well as, more sustained research projects to answer a question (including a self-generated question) or solve a problem.		
2	Narrow or broaden the inquiry when appropriate.		
3	Synthesize multiple sources on the subject.		
4	Demonstrate understanding of the subject under investigation.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.8. Gather relevant information from multiple print and digital sources, asses the creditability and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the test selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>			<p style="text-align: center;">Standard Reference</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Gather relevant information from multiple authoritative print and digital sources, effectively using advanced		

	searches.		
2	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.		
3	Integrate information into the text selectively to maintain the flow of ideas.		
4	Avoid plagiarism and overreliance on any one source and follow a standard format for citation.		
Instructional Objectives			Standard Reference
<p>W.CCR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 11-12 Reading standards to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
<p>W.CCR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 11-12 Reading standards to nonfiction(e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
<p>W.CCR.10. Write routinely over extended time frames (time for research), reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research), reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation

1	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.		
<p align="center">Instructional Objectives</p> <p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.1a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>			<p align="center">Standard Reference</p> <p align="center">None</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Question assigned reading material in order to initiate 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.		
<p align="center">Instructional Objectives</p> <p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.1b. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>			<p align="center">Standard Reference</p> <p align="center">None</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Establish group goals.		
2	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.		
<p align="center">Instructional Objectives</p> <p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.1c. Initiate and participate effectively in a range of collaborative discussions (one-on-</p>			<p align="center">Standard Reference</p> <p align="center">None</p>

<p>one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
<p style="text-align: center;">Instructional Objectives</p> <p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL. 11-12.1d. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize point of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in the light of the evidence and reasoning presented.</p>			<p>Standard Reference</p> <p>None</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Respond thoughtfully to others' perspectives.		
2	Summarize points of agreement and disagreement.		
3	Qualify or justify claims with supportive evidence.		
4	Devise new connections based on learning presented.		
5	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.		
<p style="text-align: center;">Instructional Objectives</p> <p>SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			<p>Standard Reference</p> <p>None</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Incorporate multiple sources presented in different media.		
2	Assess the credibility and accuracy of each source.		
3	Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each		

	source.		
Instructional Objectives			Standard Reference
SL.CCR.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.		
2	Critique any fallacious reasoning, identifying <ul style="list-style-type: none"> • 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 Reference
SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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			Standard Reference
SL.CCR.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.11-12.5. Make strategic use of digital media (e.g., Textual, graphical, audio, visual and interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify which media and principles of graphic design will best enhance and represent a presentation.		
2	Apply strategic use of digital media to presentations.		
3	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		

Instructional Objectives SL.CCR.6. Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.11-12.6. Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.			Standard Reference
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify audience.		
2	Identify appropriate language (informal or formal).		
3	Adapt speech to a variety of tasks and contexts including formal English.		
4	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Instructional Objectives L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.			Standard Reference
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.			Standard Reference
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Use references or other resources to resolve issues of complex or contested usage.		
Instructional Objective L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.			Standard Reference
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
<p>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spells Correctly.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
<p>L.CCR.3 Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3a. Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define syntax.		
2	Classify types of syntax (e.g. sentence types, sentence beginnings, phrases, clauses).		
3	Apply an understanding of syntax to the study of complex texts when reading.		
4	Incorporate a variety of syntax types for effect in student writing.		
Instructional Objectives			Standard Reference
<p>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 reference material, as appropriate.</p> <p>L.11-12.4a. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and context, choosing flexibility from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Generalize the meaning of unknown words based on context clues.		
2	Assess student generated definition with reference material.		
Instructional Objectives			Standard

<p>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 reference material, as appropriate.</p> <p>L.11-12.4b. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and context, choosing flexibility from a range of strategies.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>			Reference
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
<p style="text-align: center;">Instructional Objectives</p> <p>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 reference material, as appropriate.</p> <p>L.11-12.4c. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and context, choosing flexibility from a range of strategies.</p> <p>Consult general and specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>			Standard Reference None
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word.		
<p style="text-align: center;">Instructional Objectives</p> <p>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 reference material, as appropriate.</p> <p>L.11-12.4d. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and context, choosing flexibility from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			Standard Reference 9.LA.1.8.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Generalize the meaning of unknown words and phrases.		
2	Assess student generated definition with reference material.		
<p style="text-align: center;">Instructional Objective</p> <p>L.CCR.5. Demonstrate understanding or word relationships and nuances in word meanings.</p> <p>L.11-12.5a. Demonstrate understanding or word relationships and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyzes their role in the text.</p>			Standard Reference 9-12.Spch.6.2.6 9LA.2.3.6
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify figures of speech specifically hyperbole and		

	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 Reference
L.CCR.5. Demonstrate understanding of word relationships and nuances in word meanings. L.11-12.5b. Demonstrate understanding of word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.			9LA.2.3.6
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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 Reference
L.CCR.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.11-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			None
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		