

**Curricular Framework English Language Arts-Grade 12**

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#"><u>Unit 1</u></a>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.6	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> <li>• At least one extended text</li> <li>• 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative writing</li> <li>• Explanatory writing</li> <li>• Research writing (Choose at least one as a focus standard)</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Conduct discussions</li> <li>• Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Study and apply grammar</li> <li>• Study and apply vocabulary</li> </ul>
<a href="#"><u>Unit 2</u></a>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	Primary Focus Standards: W.11-12.1.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> <li>• Argumentative writing</li> <li>• Research writing (Choose at least one as a focus standard)</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Conduct discussions</li> <li>• Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Study and apply grammar</li> <li>• Study and apply vocabulary</li> </ul>
<a href="#"><u>Unit 3</u></a>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RL.11-12.9	Primary Focus Standards: W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type:	Writing Focus:	Task type:	Skill focus:

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	<ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing</li> <li>Research writing (Choose at least one as a focus standard)</li> <li>Routine Writing</li> </ul>	<ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	<ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<b>Unit 4</b>	Primary Focus Standards: RL.11-12.1, RI.11-12.1, RL.11-12.2, RI.11-12.2, RL.11-12.3, RI.11-12.3, RL.11-12.4, RI.11-12.4, RL.11-12.5, RI.11-12.5, RL.11-12.6, RI.11-12.6, RL.11-12.9, RI.11-12.9, RL.11-12.10, RI.11-12.10	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L.11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Informative writing</li> <li>Explanatory writing</li> <li>Research writing</li> <li>Routine Writing (Choose at least one as a focus standard)</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li><a href="#">A Guide to Close Reading at the AP and College Level</a></li> <li><a href="#">ACT: Reading Between the Lines (on reading)</a></li> <li><a href="#">Multiple Perspectives on Theme</a></li> <li><a href="#">Rhetorical Devices</a></li> <li><a href="#">DIDLS guide for rhetorical analysis</a></li> <li><a href="#">Comparing multiple interpretations of a text</a></li> <li><a href="#">Analyzing language structure, choices and conventions</a></li> <li><a href="#">Reading Your Textbooks Effectively and Efficiently</a></li> <li><a href="#">Distinguishing types of satire; distinguishing author’s purpose</a></li> <li><a href="#">Analyzing stylistic choices in political cartoons</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Writing Argumentative Essays</a></li> <li><a href="#">Analyzing, evaluating and synthesizing multiple sources</a></li> <li><a href="#">Improving Student Writing Through Critical Thinking</a></li> <li><a href="#">Evaluating a source: survey</a></li> <li><a href="#">Analyzing style: formal and informal language</a></li> <li><a href="#">The Passion of Punctuation</a></li> <li><a href="#">Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies</a></li> <li><a href="#">Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative</a></li> <li><a href="#">PARCC Scoring Rubric for Prose Constructed Response Items</a></li> <li><a href="#">Purdue Online Writing Lab</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Taking Lecture and Class Notes</a></li> <li><a href="#">Conver-Stations: A Discussion Strategy</a></li> <li><a href="#">Using Debate to Develop Thinking and Speaking</a></li> <li><a href="#">Developing Core Proficiencies from Engage New York</a></li> <li><a href="#">Lessons to Use with Popular Stories</a></li> <li><a href="#">Lessons to Use with Anthologies</a></li> <li><a href="#">English Language Arts Methods: Grades 9-12 Model Lessons</a></li> <li><a href="#">For Arguments Sake: Playing “Devil’s Advocate” with Non Fiction Texts</a></li> <li><a href="#">The Pros and Cons of</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">College Board: SAT Critical Thinking</a></li> <li><a href="#">Critical Thinking: A Path to College and Career</a></li> <li><a href="#">Critical thinking through whole class dialogue</a></li> <li><a href="#">Developing Critical and Analytical Thinking about Literary Characters</a></li> <li><a href="#">Teaching Channel Presents: Inquiry-Based Teaching</a></li> <li><a href="#">Inquiry Graphic Organizer</a></li> <li><a href="#">Assessing Cultural Relevance: Exploring Personal Connections to a Text</a></li> <li><a href="#">How to Encourage Higher Order Thinking</a></li> <li><a href="#">Handbook of Critical</a></li> </ul>

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			<ul style="list-style-type: none"> <li><a href="#">Discussion</a></li> <li><a href="#">PVLEGS: A Public Speaking Acronym that Transforms Students</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Thinking</a></li> <li><a href="#">How to Mark a Book</a></li> </ul>

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Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via <b>discussion, written response, etc.</b> ), 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.	<ul style="list-style-type: none"> <li>Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>Analyze the text and identify explicit and implicit textual evidence</li> <li>Determine the difference between strong and insufficient (unreliable) details</li> <li>Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>Draw inferences using implicit and explicit text evidence</li> <li>Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>Support inference using several examples from the text</li> <li>Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
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, <b>and</b> provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Determine two or more themes or central ideas in a text</li> <li>Recognize supporting details for themes/central ideas</li> <li>Analyze themes/central ideas as it develops over the course of the text</li> <li>Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>Use the text to draw conclusions</li> <li>Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>Construct an objective summary of the textExamine how the interaction of themes creates the overall meaning of the text ( and provides depth and dimension and complexity)</li> </ul>
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	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: <ul style="list-style-type: none"> <li>Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>Explain how the order in which each is presented in the text impacts the overall text</li> <li>Analyze those choices as they pertain to the overall story</li> </ul>

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developed).		RI.11-12.3: <ul style="list-style-type: none"> <li>• Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>• Explain why the structure of the text is ordered as it is</li> <li>• Explain how the choices of text structure impact the meaning of the text</li> </ul>
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> <li>• Assess figurative meaning</li> <li>• Assess connotative meaning</li> <li>• Determine and evaluate technical meaning (jargon)</li> <li>• Identify tone of text</li> <li>• Explain how specific diction creates tone</li> <li>• Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> <li>• Identify and assess the point of view</li> <li>• Determine what the text literally and figuratively states</li> <li>• Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>• Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul> RI.11-12.6: <ul style="list-style-type: none"> <li>• Determine the author’s overall purpose</li> <li>• Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>• Focus on both how the text is written and what the text is about</li> <li>• Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2.B. Develop the topic thoroughly by selecting the most	<ul style="list-style-type: none"> <li>• Effectively select, organize, and analyze content</li> <li>• Determine how many facts, definitions, details, quotations and other information are needed</li> <li>• Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> <li>• Use relevant and sufficient facts, definitions, details, and quotes</li> <li>• Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>• Develop a topic</li> </ul>	

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<p>significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.F. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>• Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>• Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>• Choose a formal style and objective tone</li> <li>• Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>• Incorporate analysis of textual evidence to further content</li> <li>• Format effectively</li> <li>• Organize graphics</li> <li>• Provide multimedia when useful</li> <li>• Use transitions and syntax to link together the major sections of the text</li> <li>• Write a concluding paragraph or section that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Determine writing task type and its appropriate organizational structure</li> <li>• Identify and understand the writing purpose</li> <li>• Determine and address the audience (intended reader) appropriately</li> <li>• Understand and utilize appropriate style</li> <li>• Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>• Create and utilize appropriate planning templates</li> <li>• Understand and practice revision techniques</li> <li>• Comprehend writing as a process</li> <li>• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>• Determine what details and/or information is most appropriate for a specific purpose</li> <li>• Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>• Use technology proficiently for production, publication, and collaboration</li> <li>• Link and cite sources</li> <li>• Create shared writing products for feedback</li> <li>• Assess feedback from peers</li> <li>• Adapt writing according to feedback</li> <li>• Respond to ongoing feedback utilizing digital software</li> </ul>
<p>W.11-12.7. (*Choice) 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</p>	<ul style="list-style-type: none"> <li>• Conduct short and more sustained research projects</li> <li>• Conduct research drawing on multiple sources</li> <li>• Understand steps of an investigation</li> </ul>

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sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>• Develop an inquiry question</li> <li>• Refocus inquiry/generate additional questions when appropriate</li> <li>• Know how to broaden or narrow an inquiry</li> <li>• Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>• Evaluate multiple sources and their content</li> </ul>
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation ( <b>MLA or APA Style Manuals</b> ).	<ul style="list-style-type: none"> <li>• Gather grade level appropriate print and digital information</li> <li>• Consider the sources in terms of task, audience, and purpose</li> <li>• Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>• Assess whether information from reliable and authoritative sources is relevant</li> <li>• Utilize a variety of sources, not depending on one specific source</li> <li>• Consider how the use of sources contributes to the overall flow of the piece</li> <li>• Paraphrase correctly</li> <li>• Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal 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]").	<ul style="list-style-type: none"> <li>• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>• Utilize evidence to support analysis, reflection, and research</li> </ul>
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>• Synthesize research gathered over shorter time frames into a long-term research project</li> <li>• Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers</b> on <b>grade 11</b>	<ul style="list-style-type: none"> <li>• Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>• Prepare for discussions</li> </ul>

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<p><b>topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments (e.g., student-developed rubrics)</b>, and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>• Read and research materials beforehand</li> <li>• Articulate ideas clearly and persuasively in a discussion</li> <li>• Refer to evidence from texts and other research</li> <li>• Draw from and build on the ideas of others in a discussion</li> <li>• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>• Set guidelines for class discussions</li> <li>• Establish goals and roles for group members and adhere to assigned roles</li> <li>• Participate in polite and democratic discussions and decision-making activities.</li> <li>• Self monitor the work and assign specific tasks as needed</li> <li>• Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>• Encourage others to participate in a discussion or collaborative activity</li> <li>• discuss and question the argument and evidence</li> <li>• Make certain that a variety of possible arguments have been heard</li> <li>• Respond thoughtfully</li> <li>• Summarize where others agree and disagree with ideas and perspectives</li> <li>• Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others’ comments</li> <li>• Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Listen to and assess multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>• Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>• Engage as an active listener and participant</li> <li>• Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>• Draw information from primary and secondary sources, and provide a conclusion</li> <li>• Differentiate and critique opposing viewpoints</li> <li>• Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>• Present information clearly, concisely, and logically</li> <li>• Use correct eye contact</li> </ul>

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	<ul style="list-style-type: none"> <li>• Adapt volume and tone to audience and purpose</li> <li>• Speak with clear pronunciation</li> </ul>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Adapt speech delivery to audience and purpose</li> <li>• Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>• Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>• Understand that language and appropriate usage changes</li> <li>• Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different situations</li> <li>• Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>• Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>• Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>• Write using a variety of task-appropriate syntaxes</li> </ul>
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> <li>• Use context clues to derive word meaning</li> <li>• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>• Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>• Trace the etymology of words</li> </ul>
L.11-12.5. Demonstrate understanding of figurative language, word	<ul style="list-style-type: none"> <li>• Analyze and evaluate the use of figurative language within a text, particularly</li> </ul>

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relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	hyperbole and paradox <ul style="list-style-type: none"> <li>Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Acquire general academic words from content-specific written texts</li> <li>Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>

**Unit 1 Grade 12 What This May Look Like**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

**District/School Writing Tasks**

Primary Focus	Secondary Focus	Routine Writing
<i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<i>This is daily writing or writing that is done several times over a week.</i>

**Instructional Best Practices and Exemplars**

<i>This is a place to capture standards integration and instructional best practices.</i>
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Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
RL.11.12.1. Cite strong and thorough textual evidence <b>and make relevant</b>	RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via	<ul style="list-style-type: none"> <li>Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> </ul>

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<p><b>connections</b> 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>	<p><b>discussion, written response, etc.</b>), 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>	<ul style="list-style-type: none"> <li>Analyze the text and identify explicit and implicit textual evidence</li> <li>Determine the difference between strong and insufficient (unreliable) details</li> <li>Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>Draw inferences using implicit and explicit text evidence</li> <li>Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>Support inference using several examples from the text</li> <li>Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<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, <b>and</b> provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>Determine two or more themes or central ideas in a text</li> <li>Recognize supporting details for themes/central ideas</li> <li>Analyze themes/central ideas as it develops over the course of the text</li> <li>Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>Use the text to draw conclusions</li> <li>Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>Construct an objective summary of the text</li> </ul>
<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>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>Explain how these choices impact the overall story</li> <li>Critique those choices as they pertain to the overall story</li> </ul> <p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>Explain why the structure of the text is ordered as it is</li> <li>Explain how the choices of text structure impact the meaning of the text</li> </ul>
<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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines</p>	<ul style="list-style-type: none"> <li>Assess figurative meaning</li> <li>Assess connotative meaning</li> <li>Determine and evaluate technical meaning (jargon)</li> <li>Identify tone of text</li> <li>Explain how specific diction creates tone</li> <li>Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>

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particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	faction in Federalist No. 10).	
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<ul style="list-style-type: none"> <li>Investigate how an author structures the text and develops ideas</li> <li>Analyze how the structure of a text and order of ideas or claims within it contribute to the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>Evaluate and hypothesize how the form effectively follows the function of the text</li> </ul>
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> <li>Identify and assess the point of view</li> <li>Determine what the text literally and figuratively states</li> <li>Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>
		RI.11-12.6: <ul style="list-style-type: none"> <li>Determine the author’s overall purpose</li> <li>Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>Focus on both how the text is written and what the text is about</li> <li>Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> <li>Compare, contrast, and assess how various accounts of a subject are told in multiple mediums</li> <li>Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> <li>Use references to the different media to answer a question or to solve a problem</li> </ul>
	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<ul style="list-style-type: none"> <li>Evaluate the rationale used in a text</li> <li>Understand and explain how it connects to the principles determined by the Constitution</li> <li>Understand and explain how text connects to established laws and practices</li> <li>Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address)</li> <li>Express the rationale, content and principles expressed in each text</li> </ul>
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century	<ul style="list-style-type: none"> <li>Study and evaluate influential U.S. documents</li> <li>Identify and explain the themes and purposes, particularly how they connect</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax</li> </ul>
<p>foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features, <b>including primary source documents relevant to U.S. and/or global history.</b></p>	
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>Effectively select, organize, and analyze content</li> <li>Use the most relevant and sufficient facts, definitions, details, and quotes</li> <li>Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument</li> <li>Use sources that are appropriate to task, audience, and purpose</li> <li>Understand how much evidence is needed to satisfactorily support a point</li> <li>Develop a topic</li> <li>Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>Understand and establish why the claim is important</li> <li>Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> <li>Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>Maintain an appropriate style and tone for the task, omitting personal bias</li> <li>Consider and anticipate the audience’s education, beliefs, and feelings about the subject</li> <li>Choose precise words and domain-specific vocabulary</li> <li>Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>Format effectively</li> <li>Organize graphics and provide multimedia when useful</li> <li>Use transitions to link together the major sections of the text</li> <li>Use varied syntax</li> </ul>

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	<ul style="list-style-type: none"> <li>• Choose a formal style and objective tone</li> <li>• Decide what organization is most effective for purpose, audience, and task</li> <li>• Write a concluding statement that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Define writing task type and its organizational structure</li> <li>• Define and understand the writing purpose</li> <li>• Determine and address the audience (intended reader) appropriately</li> <li>• Distinguish and utilize appropriate style</li> <li>• Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>• Create and utilize planning templates</li> <li>• Understand and practice revision techniques</li> <li>• Comprehend writing as a process</li> <li>• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>• Determine what details and/or information is most appropriate for a specific purpose</li> <li>• Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>• Use technology proficiently for production, publication, and collaboration</li> <li>• Link and cite sources</li> <li>• Create shared writing products for feedback</li> <li>• Assess feedback from peers</li> <li>• Adapt writing according to feedback</li> <li>• Respond to ongoing feedback utilizing digital software</li> </ul>
<p>W.11-12.7. (*Choice) 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>	<ul style="list-style-type: none"> <li>• Conduct short and more sustained research projects</li> <li>• Conduct research drawing on multiple sources</li> <li>• Understand steps of an investigation</li> <li>• Develop an inquiry question</li> <li>• Refocus inquiry/generate additional questions when appropriate</li> <li>• Know how to broaden or narrow an inquiry</li> <li>• Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>• Evaluate multiple sources and understand their content</li> </ul>
<p>W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>• Gather grade level appropriate print and digital information</li> <li>• Consider the sources in terms of task, audience, and purpose</li> <li>• Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>• Assess whether information from reliable and authoritative sources is relevant</li> <li>• Utilize a variety of sources, not depending on one specific source</li> </ul>

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	<ul style="list-style-type: none"> <li>• Consider how the use of sources contributes to the overall flow of the piece</li> <li>• Paraphrase correctly</li> <li>• Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal 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>	<ul style="list-style-type: none"> <li>• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>• Utilize evidence to support analysis, reflection, and research</li> <li>• Apply evidence to discussion and writing</li> </ul>
<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, and audiences.</p>	<ul style="list-style-type: none"> <li>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>• Synthesize research gathered over shorter time frames into a long-term research project</li> <li>• Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers on grade 12 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments (e.g., student-developed rubrics)</b>, and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<ul style="list-style-type: none"> <li>• Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>• Prepare for discussions</li> <li>• Read and research materials beforehand</li> <li>• Articulate ideas clearly and persuasively in a discussion</li> <li>• Refer to evidence from texts and other research</li> <li>• Draw from and build on the ideas of others in a discussion</li> <li>• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>• Set guidelines for class discussions</li> <li>• Establish goals and roles for group members and adhere to assigned roles</li> <li>• Participate in polite and democratic discussions and decision-making activities.</li> <li>• Self monitor the work and assign specific tasks as needed</li> <li>• Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>• Encourage others to participate in a discussion or collaborative activity</li> <li>• discuss and question the argument and evidence</li> </ul>

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SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<ul style="list-style-type: none"> <li>• Make certain that a variety of possible arguments have been heard</li> <li>• Respond thoughtfully</li> <li>• Summarize where others agree and disagree with ideas and perspectives</li> <li>• Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> <li>• Incorporate new synthesized ideas into discussion</li> </ul>
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b> , orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> <li>• Listen to and assess multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> <li>• Use evidence from sources/text to prove fallibility in speaker's reasoning</li> <li>• Engage as an active listener and participant</li> <li>• Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>
SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</b>	<ul style="list-style-type: none"> <li>• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>• Draw information from primary and secondary sources, and provide a conclusion</li> <li>• Differentiate and critique opposing viewpoints</li> <li>• Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>• Present information clearly, concisely, and logically</li> <li>• Use correct eye contact</li> <li>• Adapt volume and tone to audience and purpose</li> <li>• Speak with clear pronunciation</li> </ul>
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>• Consider, determine and apply the most strategic use of digital media</li> <li>• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Assess and adapt speech delivery to audience and purpose</li> <li>• Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>• Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>• Understand that language and appropriate usage changes</li> <li>• Utilize reference materials to help maintain appropriate grammar and usage</li> </ul>

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	<p>dependent on the audience and situation</p> <ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.11-12.2.A. Observe hyphenation conventions.                      L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                      L.11-12.3.A. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b></p>	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations</li> <li>Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>Write using a variety of task-appropriate syntaxes</li> </ul>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.                      L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).                      L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.                      L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>Trace the etymology of words</li> </ul>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.                      L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>Acquire general academic words from content-specific written texts</li> <li>Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>
Unit 2 Grade 12 What This May Look Like	

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Unit 2 Grade 12		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>		<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>
District/School Writing Tasks		
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

Unit 3 Grade 12		
<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
RL.11.12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b> ), 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.	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>• Analyze the text and identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>• Draw inferences using implicit and explicit text evidence</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>• Support inference using several examples from the text</li> <li>• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> </ul>

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		<ul style="list-style-type: none"> <li>Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<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, and provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>Determine two or more themes or central ideas in a text</li> <li>Recognize supporting details for themes/central ideas</li> <li>Analyze themes/central ideas as it develops over the course of the text</li> <li>Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>Use the text to draw conclusions</li> <li>Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>Construct an objective summary of the text</li> </ul>
<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>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>Explain how these choices impact the overall story</li> <li>Critique those choices as they pertain to the overall story</li> </ul>
		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>Explain why the structure of the text is ordered as it is</li> <li>Explain how the author’s choices impact the meaning of the text</li> </ul>
<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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> <li>Assess figurative meaning</li> <li>Assess connotative meaning</li> <li>Determine and evaluate technical meaning (jargon)</li> <li>Identify tone of text</li> <li>Explain how specific diction creates tone</li> <li>Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>
<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>		<ul style="list-style-type: none"> <li>Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>Analyze how an author has chosen to structure a text and order events within it</li> <li>Conclude why the author chose that structure and how it enhances the work as a whole</li> </ul>

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<b>Unit 3 Grade 12</b>		
<p>RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL.11-12.6:</p> <ul style="list-style-type: none"> <li>• Identify and assess the point of view</li> <li>• Determine what the text literally and figuratively states</li> <li>• Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>• Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul> <p>RI.11-12.6:</p> <ul style="list-style-type: none"> <li>• Determine the author’s overall purpose</li> <li>• Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>• Focus on both how the text is written and what the text is about</li> <li>• Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
<p>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.)</p>		<ul style="list-style-type: none"> <li>• Read and/or view different versions of the same text, recordings, film, and/or live performances</li> <li>• Compare and contrast the multiple versions</li> <li>• Evaluate the significant the differences between the multiple versions</li> <li>• Focus on significant changes to structure, order, plot, and/or character</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>• Identify when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>• Identify foundational and canonical American texts</li> <li>• Identify and examine how different texts from the same era/genre approach the same theme/topics</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3.A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build</p>		<ul style="list-style-type: none"> <li>• Convey experiences, real or imagined</li> <li>• Use time as the deep structure of the narrative</li> <li>• Form or structure based on a progression of events that build and reflect upon each other</li> <li>• Use effective details using precise language</li> <li>• Form clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>• Distinguish and utilize narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>• Provide a conclusion to the events they set out at the beginning of their narrative</li> </ul>

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<p>toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).                      W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                      W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>• Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Define writing task type and its appropriate organizational structure</li> <li>• Define and understand the writing purpose</li> <li>• Determine and address the audience (intended reader) appropriately</li> <li>• Distinguish and utilize appropriate style</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>• Create and utilize appropriate planning templates</li> <li>• Understand and practice revision techniques</li> <li>• Comprehend writing as a process</li> <li>• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>• Determine what details and/or information is most appropriate for a specific purpose</li> <li>• Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>• Use technology proficiently for production, publication, and collaboration</li> <li>• Link and cite sources</li> <li>• Create shared writing products for feedback</li> <li>• Assess feedback from peers</li> <li>• Adapt writing according to feedback</li> <li>• Respond to ongoing feedback utilizing digital software</li> </ul>
<p>W.11-12.7. (*Choice) 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>	<ul style="list-style-type: none"> <li>• Conduct short and more sustained research projects</li> <li>• Conduct research drawing on multiple sources</li> <li>• Understand steps of an investigation</li> <li>• Develop an inquiry question</li> <li>• Refocus inquiry/generate additional questions when appropriate</li> <li>• Know how to broaden or narrow an inquiry</li> <li>• Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>• Evaluate multiple sources and their content</li> </ul>
<p>W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard</p>	<ul style="list-style-type: none"> <li>• Gather grade level appropriate print and digital information</li> <li>• Consider the sources in terms of task, audience, and purpose</li> <li>• Assess the validity of each source as it pertains to the specific task, purpose and audience</li> </ul>

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format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> <li>Assess whether information from reliable and authoritative sources is relevant</li> <li>Utilize a variety of sources, not depending on one specific source</li> <li>Consider how the use of sources contributes to the overall flow of the piece</li> <li>Paraphrase correctly</li> <li>Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal 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>	<ul style="list-style-type: none"> <li>Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>Utilize evidence to support analysis, reflection, and research</li> <li>Apply evidence to discussion and writing</li> </ul>
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>Synthesize research gathered over shorter time frames into a long-term research project</li> <li>Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers</b> on <b>grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments</b> (e.g., <b>student-developed rubrics</b>), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a</p>	<ul style="list-style-type: none"> <li>Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>Prepare for discussions</li> <li>Read and research materials beforehand</li> <li>Articulate ideas clearly and persuasively in a discussion</li> <li>Refer to evidence from texts and other research</li> <li>Draw from and build on the ideas of others in a discussion</li> <li>Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>Set guidelines for class discussions</li> <li>Establish goals and roles for group members and adhere to assigned roles</li> <li>Participate in polite and democratic discussions and decision-making activities.</li> <li>Self monitor the work and assign specific tasks as needed</li> <li>Respect and promote diverse perspectives in a discussion or collaborative</li> </ul>

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<b>Unit 3 Grade 12</b>	
<p>full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>activity</p> <ul style="list-style-type: none"> <li>• Encourage others to participate in a discussion or collaborative activity</li> <li>• discuss and question the argument and evidence</li> <li>• Make certain that a variety of possible arguments have been heard</li> <li>• Respond thoughtfully</li> <li>• Summarize where others agree and disagree with ideas and perspectives</li> <li>• Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> <li>• Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Listen to and assess multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Correlate the speaker's argument with the student's own</li> <li>• Identify logical fallacies, judging if any of the speaker's reasoning is misleading</li> <li>• Engage as an active listener and participant</li> <li>• Consider and assess the speaker, argument, organization, diction, and tone.</li> <li>• Use evidence from sources/text to prove fallibility in speaker's reasoning</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically</b>. <b>The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>• Draw information from primary and secondary sources, and provide a conclusion</li> <li>• Differentiate and critique opposing viewpoints</li> <li>• Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>• Present information clearly, concisely, and logically</li> <li>• Use correct eye contact</li> <li>• Adapt volume and tone to audience and purpose</li> <li>• Speak with clear pronunciation</li> </ul>
<p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>• Consider, determine and apply the most strategic use of digital media</li> <li>• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• Assess and adapt speech delivery to audience and purpose</li> <li>• Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>

**Curricular Framework English Language Arts-Grade 12**

Unit 3 Grade 12	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> <li>• Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>• Understand that language and appropriate usage changes</li> <li>• Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.11-12.2.A. Observe hyphenation conventions.                      L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                      L.11-12.3.A. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different situations</li> <li>• Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>• Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>• Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>• Write using a variety of task-appropriate syntaxes</li> </ul>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.                      L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).                      L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.                      L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Use context clues to derive word meaning</li> <li>• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>• Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>• Trace the etymology of words</li> </ul>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.                      L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>• Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>

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Unit 3 Grade 12		
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Acquire general academic words from content-specific written texts</li> <li>• Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	
Unit 3 Grade 12 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing
<i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

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Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), 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.	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>• Analyze the text and identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>• Draw inferences using implicit and explicit text evidence</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> </ul>

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		<ul style="list-style-type: none"> <li>• Support inference using several examples from the text</li> <li>• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<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, and provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Determine two or more themes or central ideas in a text</li> <li>• Recognize supporting details for themes/central ideas</li> <li>• Analyze themes/central ideas as it develops over the course of the text</li> <li>• Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>• Use the text to draw conclusions</li> <li>• Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth, dimension and complexity)</li> <li>• Construct an objective summary of the text</li> </ul>
<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>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>• Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>• Explain how these choices impact the overall story</li> <li>• Critique those choices as they pertain to the overall story</li> </ul>
		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>• Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>• Explain why the structure of the text is ordered as it is</li> <li>• Explain how the author’s choices impact the meaning of the text</li> </ul>
<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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>		<ul style="list-style-type: none"> <li>• Assess figurative meaning</li> <li>• Assess connotative meaning</li> <li>• Determine and evaluate technical meaning (jargon)</li> <li>• Identify tone of text</li> <li>• Explain how specific diction creates tone</li> <li>• Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>

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<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>		<ul style="list-style-type: none"> <li>• Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>• Analyze how an author has chosen to structure a text and order events within it</li> <li>• Conclude why the author chose that structure and how it enhances the work as a whole</li> </ul>
<p>RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>		<ul style="list-style-type: none"> <li>• Identify and assess the point of view</li> <li>• Determine what the text literally and figuratively states</li> <li>• Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>• Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>• Identify when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>• Identify foundational and canonical American texts</li> <li>• Identify and examine how different texts from the same era/genre approach the same theme/topics</li> </ul>
<p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently</p>	<p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12–CCR text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• Closely read various forms of literature and literary nonfiction independently, proficiently, and, fluently</li> <li>• Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text</li> <li>• Generate connections among ideas and between texts</li> <li>• Consider and evaluate a wider range of textual evidence</li> <li>• Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>• Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>		<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,</p>		<ul style="list-style-type: none"> <li>• Effectively select, organize, and analyze content</li> <li>• Determine how many facts, definitions, details, quotations and other information are needed</li> <li>• Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> <li>• Use relevant and sufficient facts, definitions, details, and quotes</li> </ul>

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<p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.f. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>• Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>• Develop a topic</li> <li>• Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>• Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>• Choose a formal style and objective tone</li> <li>• Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>• Incorporate analysis of textual evidence to further content</li> <li>• Format effectively</li> <li>• Organize graphics</li> <li>• Provide multimedia when useful</li> <li>• Use transitions and syntax to link together the major sections of the text</li> <li>• Write a concluding paragraph or section that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Define writing task type and its appropriate organizational structure</li> <li>• Define and understand the writing purpose</li> <li>• Determine and address the audience (intended reader) appropriately</li> <li>• Distinguish and utilize appropriate style</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>• Create and utilize appropriate planning templates</li> <li>• Understand and practice revision techniques</li> <li>• Comprehend writing as a process</li> <li>• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>• Determine what details and/or information is most appropriate for a specific purpose</li> <li>• Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>• Use technology proficiently for production, publication, and collaboration</li> <li>• Link and cite sources</li> <li>• Create shared writing products for feedback</li> <li>• Assess feedback from peers</li> <li>• Adapt writing according to feedback</li> <li>• Respond to ongoing feedback utilizing digital software</li> </ul>
<p>W.11-12.7. (*Choice) 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</p>	<ul style="list-style-type: none"> <li>• Conduct short and more sustained research projects</li> <li>• Conduct research drawing on multiple sources</li> <li>• Understand steps of an investigation</li> </ul>

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the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>• Develop an inquiry question</li> <li>• Refocus inquiry/generate additional questions when appropriate</li> <li>• Know how to broaden or narrow an inquiry</li> <li>• Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>• Evaluate multiple sources and their content</li> </ul>
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation ( <a href="#">MLA</a> or <a href="#">APA Style Manuals</a> ).	<ul style="list-style-type: none"> <li>• Gather grade level appropriate print and digital information</li> <li>• Consider the sources in terms of task, audience, and purpose</li> <li>• Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>• Assess whether information from reliable and authoritative sources is relevant</li> <li>• Utilize a variety of sources, not depending on one specific source</li> <li>• Consider how the use of sources contributes to the overall flow of the piece</li> <li>• Paraphrase correctly</li> <li>• Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal 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]").	<ul style="list-style-type: none"> <li>• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>• Utilize evidence to support analysis, reflection, and research</li> <li>• Apply evidence to discussion and writing</li> </ul>
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>• Synthesize research gathered over shorter time frames into a long-term research project</li> <li>• Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit4 Speaking and Listening Critical Knowledge and Skills</b>
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers</b> on <b>grade 11 topics, texts, and issues</b> , building on others’ ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> <li>• Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>• Prepare for discussions</li> <li>• Read and research materials beforehand</li> <li>• Articulate ideas clearly and persuasively in a discussion</li> </ul>

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<p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments</b> (e.g., <b>student-developed rubrics</b>), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>• Refer to evidence from texts and other research</li> <li>• Draw from and build on the ideas of others in a discussion</li> <li>• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>• Set guidelines for class discussions</li> <li>• Establish goals and roles for group members and adhere to assigned roles</li> <li>• Participate in polite and democratic discussions and decision-making activities.</li> <li>• Self monitor the work and assign specific tasks as needed</li> <li>• Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>• Encourage others to participate in a discussion or collaborative activity</li> <li>• discuss and question the argument and evidence</li> <li>• Make certain that a variety of possible arguments have been heard</li> <li>• Respond thoughtfully</li> <li>• Summarize where others agree and disagree with ideas and perspectives</li> <li>• Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> <li>• Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Listen to and assess multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Correlate the speaker's argument with the student's own</li> <li>• Identify logical fallacies; judging if any of the speaker's reasoning is misleading.</li> <li>• Move from passive listener to active participant</li> <li>• Consider and assess the speaker, argument, organization, diction, and tone.</li> <li>• Use evidence from sources/text to prove fallibility in speaker's reasoning</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically</b>. <b>The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>• Draw information from primary and secondary sources, and provide a conclusion</li> <li>• Differentiate and critique opposing viewpoints</li> <li>• Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>• Present information clearly, concisely, and logically</li> <li>• Use correct eye contact</li> <li>• Adapt volume and tone to audience and purpose</li> </ul>

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	<ul style="list-style-type: none"> <li>• Speak with clear pronunciation</li> </ul>
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>• Consider, determine and apply the most strategic use of digital media</li> <li>• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Assess and adapt speech delivery to audience and purpose</li> <li>• Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>• Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>• Understand that language and appropriate usage changes</li> <li>• Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different situations</li> <li>• Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>• Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>• Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>• Write using a variety of task-appropriate syntaxes</li> </ul>
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a	<ul style="list-style-type: none"> <li>• Use context clues to derive word meaning</li> <li>• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>• Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>• Trace the etymology of words</li> </ul>

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word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.		<ul style="list-style-type: none"> <li>Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<ul style="list-style-type: none"> <li>Acquire general academic words from content-specific written texts</li> <li>Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>
Unit 4 Grade 12 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks		
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

