11th-12th Grade English Language Arts
Pacing Guide and Unpacked Standards

GROVEPORT
MADISON
SCHOOLS

Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

11th	Reading Literature	Reading Informational	Writing	Speaking and Listening	Language
1st 9 Weeks	**RL.11-12.1** Cite textual evidence **RL.11-12.2** Determine two or more central ideas/themes and analyze development /summarize **RL 11-12.3** Analyze the impact of an author's literary choices **RL.11-12.4** Determine meaning of words and phrases/analyze impact of word choices **RL.11-12.10** Read and comprehend complex literary text	**RI.11-12.1** Cite textual evidence **RI.11-12.2** Determine two or more central ideas and analyze development **RI.11-11.3** Analyze complex ideas or events and explain how individuals, ideas, or events interact and develop **RI.11-12.4** Determine meaning of words and phrases/analyze key terms **RI.11-12.10** Read and comprehend complex informational text	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.3 (a,b,c,d,e)** Write narratives **W. 11-12.4.** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-12.9** Draw evidence to support analysis, reflection, and research **W.11-12.10** Write over a range of various time frames	**SL.11-12.1 (a,b,c,d)** Initiate and participate in a range of conversations and collaborations.	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage **L.11-12.2 (a,b)** Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge of language **L.11-12.5 (a,b)** Demonstrate understanding of figurative language, word relationships, and nuances
2nd 9 Weeks	**RL.11-12.1** Cite textual evidence **RL.11-12.4** Determine meaning of words and phrases **RL.11-12.5** Analyze author's choices in how to structure the text **RL.11-12.6** Analyze point of view or cultural experience **RL.11-12.10** Read and comprehend complex literary text	**RI.11-12.1** Cite textual evidence **RI.11-12.4** Determine meaning of words and phrases/analyze key terms **RI.11-12.5** Analyze and evaluate structure **RI.11-12.6** Determine point of view/analyze rhetoric **RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts **RI. 11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-, U.S. documents **RI.11-12.10** Read and comprehend complex informational text	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.2 (a,b,c,d,e,f)** Write informative/ explanatory texts **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-11.9** Draw evidence to support analysis, reflection, and research **W.11-10.10** Write over a range of various time frames	**SL.11-12.1 (a,b,c,d)** Initiate and participate in a range of collaborative conversations.	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage **L.11-12.2 (a,b)** Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge of language

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3rd 9 Weeks	**RL.11-12.4** Determine meaning of words and phrases **RL.11-12.7** Analyze multiple interpretations of a story, or poem **RL.11-12.9** Analyze source material **RL.11-12.10** Read and comprehend complex literary text	**RI.11-12.4** Determine meaning of words and phrases **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats **RI.11-12.10** Read and comprehend complex informational text	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing **W.11-12.6** Use technology to produce and publish writing **W.11-12.8** Gather sources/analyze source material **W.11-12.9** Draw evidence to support analysis, reflection, research **W.11-12.10**- Write over a range various frames	**SL.11-12.2** Integrate multiple sources of information presented in diverse format and media **SL.11-12.5** Make strategic use of digital media	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage **L.11-12.2(a,b)** Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge of language
4th 9 Weeks	**RL.11-12.1** Cite textual evidence **RL.11-12.4** Determine meaning of words and phrases **RL.11-12.7** Analyze multiple interpretations of a story, or poem **RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works **RL.11-12.10** Read and comprehend complex literary text	**RI.11-12.1** Cite textual evidence **RI.11-12.4** Determine meaning of words and phrases **RI. 11-12.7** Analyze two different mediums **RI. 11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts **RI.11-12.10** Read and comprehend complex informational text	**W.11-12.1 (a,b,c,d,e** Write arguments **W.11-12.4** Produce clear and coherent writing **W.11-12.6** Use technology to produce and publish writing **W.11-12.7** Conduct research projects **W.11-12.8** Gather sources/analyze source material **W.11-12.10** Write over a range various frames	**SL.11-12.2** Integrate and evaluate diverse media formats **SL.11-12.4** Present information	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage **L.11-11.2(a,b)** Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge of language **L.11-12.4(a,b,c,d)** Determine meaning of unknown words

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12th	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st 9 Weeks	**RL.11-12.1** Cite textual evidence **RL.11-12.4** Determine the meaning of words and phrases **RL.11-12.5** Analyze how an author's choices concerning how to structure the text **RL.11-12.6** Analyze a case of point of view **RL.11-12.10** Read and comprehend complex literary texts	**RI.11-12.1** Cite textual evidence **RI.11-12.4** Determine meaning of words and phrases **RI.11-12.5** Analyze and evaluate the effectiveness of the structure **RI.11-12.6** Determine point of view/analyze rhetoric **RI.11-12.10** Read and comprehend complex literary texts	**W.11-12.3 (a,b,c,d,e)** Write narratives **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-12.10** Write over a range of time various frames	**SL.11-12.1 (a,b,c,d)** Initiate and participate in a range of collaborative conversations.	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage. **L.11-12.2 (a,b,)**- Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge to determine language functions in contexts **L.11-12.4 (a,b,c,d)** Determine or clarify the meaning of unknown words and phrases **L.11-12.5 (a,b)** Demonstrate understanding of figurative language, word relationships, and nuances
2nd 9 Weeks	**RL. 11-12.1** Cite textual evidence **RL.11-12.4** Determine the meaning of words and phrases **RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works **RL.11-12.10**-Read and comprehend complex literary texts	**RI.11-12.1** Cite textual evidence **RI.11-12.4** Determine the meaning of words and phrases **RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts **RI. 11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-, U.S. documents, **RI.11-12.10** Read and comprehend complex literary texts	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.2 (a,b,c,d,e,f)** Write informative/ explanatory texts **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-12.7** Conduct research projects **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources **W.11-12.9** Draw evidence from to support analysis, reflection, research **W.11-12.10** Write over a range of time various frames	**SL.11-12.4** Present information	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage. **L.11-12.2 (a,b,)**- Demonstrate command of grammatical conventions **L.11-12.3 (a)** Apply knowledge to determine language functions in context

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3rd 9 weeks	**RL.11-12.1** Cite textual evidence **RL.11-12.2** Determine two or more central ideas/themes and analyze development /summarize **RL 11-12.3** Analyze the impact of an author's literary choices **RL.11-12.4** Determine meaning of words and phrases/analyze impact of word choices **RL.11-12.10** Read and comprehend complex literary text	**RI.11-12.1** Cite textual evidence **RI.11-12.2** Determine two or more central ideas and analyze development **RI.11-11.3** Analyze complex ideas or events and explain how individuals, ideas, or events interact and develop **RI.11-12.4** Determine meaning of words and phrases/analyze key terms **RI.11-12.10** Read and comprehend complex informational text	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-12.8** Gather sources/analyze source material **W.11-.9** Draw evidence from text to support analysis, reflection, research **W.11-12.10** Write over a range of time various frames	**SL.9-10.1 (a,b,c,d)** Prepare and participate in a range of collaborative conversations..	**L.9-10.1 (a,b)** Demonstrate command of conventions and usage. **L.9-10.2 (a,b,)** Demonstrate command of grammatical conventions **L.9-10.3 (a)** Apply knowledge to determine language functions in contexts **L.9-10.5 (a,b)** Demonstrate understanding of figurative language, word relationships, and nuances
4th 9 weeks	**RL.9-10.1** Cite textual evidence **RL.11-12.2** Determine two or more central ideas/themes and analyze development /summarize **RL.9-10.4** Determine the meaning of words and phrases **RL.11-12.5** Analyze how an author's choices concerning how to structure the text **RL.9-10.10** Read and comprehend complex literary texts	**RI.11-12.1** Cite textual evidence **RI.11-12.2** Determine two or more central ideas and analyze development **RI.9-10.4** Determine the meaning of words and phrases **RI.9-10.5** Analyze and evaluate the effectiveness of the structure **RI.9-10.10** Read and comprehend complex informational texts	**W.11-12.1 (a,b,c,d,e)** Write arguments to support claims **W.11-12.4** Produce clear and coherent writing **W.11-12.5** Develop and strengthen writing through processes **W.11-12.6** Use technology to produce and publish writing **W.11-12.9** Draw evidence from text to support analysis, reflection, research **W.11-12.10** Write over a range of time various frames	**SL11-12.3** Evaluate speaker **SL.11-12.4** Present information **SL.11-12.5** Make strategic use of digital media **SL.11-12.6** Adapt a speech	**L.11-12.1 (a,b)** Demonstrate command of conventions and usage. **L.11-12.2 (a,b,)** Demonstrate command of grammatical conventions **L.11-12.5 (a,b)** Demonstrate understanding of figurative language, word relationships, and nuances

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RL 11.1 - 12.1	**Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)

Essential Question(s)

❏ How can I prove what I have learned from the text with the best evidence from the text?
❏ How do I draw conclusions when questions are not completely answered in the text?

Essential Skills

❏ Recognize strong and thorough textual evidence within the text
❏ Explain inferences drawn from the text.
❏ Interpret how the text uses ambiguity or leaves matters uncertain.
❏ Cite strong and thorough textual evidence to support the text.

Vocabulary

❏ analyze
❏ cite
❏ explicit
❏ textual evidence
❏ logical
❏ conclusion
❏ determine
❏ inference
❏ text
❏ analysis
❏ evidence
❏ uncertainty

Criteria for Success (Performance Level Descriptors)

Limited: Reference basic textual evidence to support analysis of what the text says explicitly or support analysis of simple inferences drawn from the text.
Basic: Cite basic textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.
Proficient: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Accelerated: Cite strong and thorough textual evidence to support a deep analysis of what the text says as well as complex inferences drawn from the text
Advanced: Cite strong textual evidence as well as complex inferences from multiple parts of the text to support a deep analysis of the text.

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (i.e., *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
● Fiction-Nonfiction pairs

Question Stems

❏ What textual evidence did you identify to support your analysis of the text? Cite several examples.
❏ What inferences can you draw from your analysis of the text?
❏ Show me in the text what makes you think that.
❏ Evidence (textual or informational) most strongly supports your analysis?

RL 9.3 - 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 11.2 – 12.2	**Standard:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question(s)

❏ How can I use the interaction of multiple themes presented in the text to summarize the author's message?

Essential Skills

❏ Identify two or more themes or central ideas of a text
❏ Explain how the themes or central ideas interact and build on one another to produce a complex account
❏ Know how to write an objective summary.
❏ Analyze how the text develops two or more central ideas or themes throughout a text.
❏ Interpret how the text supports the themes or central ideas to produce a complex account of the text.
❏ Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text.

Vocabulary

❏ determine
❏ theme
❏ text
❏ analyze
❏ interact
❏ complex
❏ account
❏ objective

**Criteria for Success
(Performance Level Descriptors)**

Limited: Identify a simple theme or central idea; provide a retelling of the text.
Basic: Determine a theme or central idea and describe its development; provide a summary of the text.
Proficient: Determine a theme or central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Accelerated: Determine and evaluate a theme or central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a comprehensive, objective summary of the text.
Advanced: Evaluate multiple themes or central ideas and analyze in detail how they are developed and shaped by specific details; provide an objective, comprehensive summary of the text

Key Strategies

● Making connections and responding to text
● Rereading to clarify information
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Text-based questions

Question Stems

❏ Which themes/central ideas can you identify in the readings?
❏ How does the author develop the themes/central ideas?
❏ How can you objectively summarize the text?
❏ Which detail or event first presented an indication of the theme/central?
❏ Identify additional details that shaped each theme or central idea?
❏ Is one theme/central idea more significant than another? Why?

RL 9 – 10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 11.3 – 12.3	**Standard:** 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/archetypes are introduced and developed).	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question(s)

❏ How does the author's use of the story elements impact the text?

Essential Skills

❏ Identify key elements of a story or drama.
❏ Identify key choices the author made that relate elements of the story
❏ Explain how the author's choices relate the elements of a story or drama.
❏ Analyze how the decisions the author made regarding setting, order of events, etc., impacted story.

Vocabulary

❏ analyze
❏ impact
❏ develop
❏ relate
❏ elements
❏ archetype
❏ ordered
❏ complex
❏ interactions
❏ motivations

Criteria for Success
(Performance Level Descriptors)

Limited: Identify how characters develop, interact with other characters, and advance the plot or develop the theme.
Basic: Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
Proficient: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
Accelerated: Analyze the effectiveness of the development of complex characters, including how they interact to advance the plot or shape the theme.
Advanced: Evaluate the effectiveness of the author's subtle development of complex characters over the course of the text, including how nuanced interactions serve to advance the plot or shape the theme.

Question Stems

❏ How does the author develop the setting, plot or character?
❏ What impact do the author's choices regarding story element have?
❏ What statement (s) or actions (s) lead to a shift in advancement in the events of the story?
❏ What archetype or model is found in the work?

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

RL 9.3 - 10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

| RL 11.4-12.4 | **Standard:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | **Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

Essential Question(s)

❏ How does the author's use of specific types of figurative language and connotation affect the meaning of the text?
❏ How do multiple meaning words impact meaning and tone of the text?

Essential Skills

❏ Recall the meaning of words and phrases.
❏ Determine the figurative and connotative meanings of words and phrases as they are used in the text.
❏ Analyze the impact of specific word choices on meaning and tone.

Academic Vocabulary

❏ phrases
❏ text
❏ figurative
❏ connotative
❏ analyze
❏ impact
❏ specific
❏ tone
❏ multiple
❏ particularly
❏ engaging
❏ multiple meaning

Criteria for Success

(Performance Level Descriptors)

Limited: Determine, using textual support, the literal meaning of words and phrases as they are used in the text.
Basic: Determine, using textual support, the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
Proficient: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Accelerated: Determine the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyze and evaluate the rhetorical impact of specific word choices on meaning and tone.
Advanced: Determine the meaning of complex words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; analyze and evaluate the cumulative impact of specific word choices on meaning and tone, including analogies and allusion.

Key Strategies

● Seeking meaning of unknown vocabulary
● Rereading to clarify information
● Assimilating prior knowledge

Question Stems

❏ Which of the following phrases are figurative?
❏ Which are the following phrases are connotative?
❏ How would the meaning change if _____ was replaced with _____?
❏ What figurative words could be added to change the tone?
❏ Select three words or phrases and analyze how they represent ? (fresh, engaging, beauty)
❏ What impact does _____ have upon the meaning?

RL 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 11.5-12.5	**Standard:** 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.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Essential Question(s)

- ❏ How does the text structure help me understand the text?
- ❏ Why does the structure of the text matter?
- ❏ How can the author's choice to structure the text create different effects in the text?

Essential Skills

- ❏ Identify an author's specific style choices and aesthetic impact.
- ❏ Analyze how the author's choices contribute to the overall structure, meaning, and aesthetic impact.

Vocabulary

- ❏ structure
- ❏ specific
- ❏ comedic
- ❏ tragic
- ❏ resolution
- ❏ contribute
- ❏ aesthetic
- ❏ impact
- ❏ text
- ❏ deconstruct

Criteria for Success
(Performance Level Descriptors)

Limited: Identify an author's choices concerning how to structure a text, order events within it, and manipulate time.

Basic: Describe an author's choices concerning how to structure a text, order events within it, and manipulate time.

Proficient: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Accelerated: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise, and examine their impact on the text as a whole.

Advanced: Analyze how an author structures a text, orders events, and manipulates time, evaluating the impact these choices have on the text as a whole.

Key Strategies

- ● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- ● Rereading to clarify information
- ● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Questions Stems

- ❏ How would the story change if (structural element) was changed?
- ❏ What structural element would you change to make a greater aesthetic impact?
- ❏ How does the author use structural elements to develop to aesthetic impact of?
- ❏ How does the author order the events?
- ❏ What effect does it have on the theme?

RL 9.5-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

| **RL 11.6-12.6** | **Standard:** 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). | **Anchor:** Assess how point of view or purpose shapes the content and style of a text. |

Essential Question(s)

❏ How can the discrepancy between what is said and what is meant affect point of view?

Essential Skills

❏ Determine the author's point of view as it relates to satire, sarcasm, irony, or understatement.
❏ Compare and contrast what is directly stated in a text to that which is implied or inferred.
❏ Summarize the author's point of view using non-literal interpretation.
❏ Analyze how knowing the author's point of view helps the reader identify the true meaning of the text.

Academic Vocabulary

❏ analyze
❏ grasp
❏ point of view
❏ distinguish
❏ satire
❏ sarcasm
❏ irony
❏ understatement
❏ overstate

Criteria for Success

(Performance Level Descriptors)

Limited: Describe an explicit point of view or cultural experience reflected in a work of literature from outside the United States.
Basic: Determine, using textual support, the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
Proficient: Analyze a particular view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Accelerated: Analyze competing points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Advanced: Evaluate competing views or cultural experiences across works of literature from outside the United States, drawing on a wide reading of world literature.

Question Stems

❏ Which form of irony is being used in the example?
❏ How is this "satire" different from other text you have read?
❏ Why did the author use sarcasm here?
❏ What other text you have read did the author use sarcasm?
❏ From which point of view is the text written?
❏ Is the text written from multiple points of view?
❏ What situation(s) or example indicates this is satire?
❏ Identify instances of sarcasm in _____?
❏ If _____ is an understatement, change the text to overstate _____.
❏ What is the author's true point of view?
❏ How was satire/irony used to convey the point of view?
❏ Which direct statements in the text are meant to convey a different meaning?

Key Strategies

● Assimilating prior knowledge
● Seeking meaning of unknown vocabulary
● Making connections and responding to text

RL 9.6-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RL 11.7 – 12.7	**Standard:** 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.)	**Anchor** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Essential Questions

❏ How can multiple representations of an original source be interpreted differently?

Essential Skills

❏ Identify two or more interpretations of text.
❏ List source texts and their companion texts.
❏ Evaluate multiple interpretations of a source text
❏ Review the recorded interpretation of the written version of a play, novel, or poetry.

Vocabulary

- analyze
- multiple
- interpretation
- evaluate
- version
- interpret
- source
- artistic
- medium

Questions Stems

❏ What is the source text?
❏ What is the theme of the story, drama or poem?
❏ What contrasting views did you discover from the interpretations?
❏ How do interpretations differ in various versions?
❏ Which interpretation did you prefer? Why?

Criteria for Success
(Performance Level Descriptors)

Limited: Describe depictions of a subject or a key scene in two different artistic mediums.
Basic: Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment.
Proficient: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Accelerated: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment, and evaluate its effect on the reader's or viewer's interpretation.
Advanced: Analyze a subject or a key scene in two different artistic mediums, including what is subtly emphasized or absent in each treatment, and evaluate how these differences affect the reader's or viewer's interpretation.

Key Strategies

- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text

RL 9.7-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

	Standard: Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL 11.9 – 12.9		

Essential Question(s)

❏ How do texts of the same time period treat similar themes or topics?

Essential Skills

❏ Identify significant works of American literature from the 18th, 19th, and early 20th century.
❏ Explain the historical significance of works of American literature from the 18th, 19th, and early 20th century.
❏ Identify the themes or topics of significant pieces of literature.
❏ Compare and contrast themes or topics in two or more works of American literature from the 18th, 19th, and early 20th century.
❏ Summarize significant works of American literature from the 18th, 19th, and early 20th century

Vocabulary

❏ 18th century
❏ 19th century
❏ 20th century
❏ literature
❏ theme
❏ fiction
❏ non-fiction
❏ foundational works

**Criteria for Success
(Performance Level Descriptors)**

Limited: Recognize that an author draws on source material.
Basic: Describe how an author draws on and transforms source material.
Proficient: Analyze how an author draws on and transforms source material.
Accelerated: Analyze the effectiveness of how an author draws on and transforms source material.
Advanced: Evaluate the effectiveness of how an author draws on and transforms source material in a specific work, including the effect of details not included in the transformation.

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making and Revising predictions
● Fiction-Nonfiction pairs

Question Stem

❏ Why is considered a foundational work of American literature?
❏ What is the underlying theme/topic of _____? (justify your response)
❏ Name two pieces of literature that have the same theme/topic of (explain your answer).
❏ How does the treatment of the themes/topics differ?
❏ Even though the two texts are from the same time period, why do you think a contrast in theme/topic occurs?

RL 9.9-10.9: Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RL 11.10 – 12.10	**Standard:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question(s)

❏ What strategies am I using to become an independent and proficient reader of literary texts?

Essential Skills

❏ Identify/understand key ideas and details.
❏ Identify/understand craft and structure.
❏ Identify/understand integration of knowledge.
❏ Comprehend key ideas and details.
❏ Comprehend craft and structure.
❏ Comprehend integration of knowledge and ideas.

Question Stems

❏ What have you read independently lately?
❏ What genres have you recently read?
❏ What genre did you enjoy the most?
❏ Have you read multiple books by the same author?
❏ Who is your favorite author?
❏ Do you think you are ready to read a more complex text or different type of literature?
❏ What is the lexile level of this text?
❏ Briefly summarize the plot and theme of the text.

Vocabulary

❏ text complexity
❏ independent
❏ proficient
❏ comprehend
❏ genre
❏ fiction
❏ nonfiction

Criteria for Success
(Performance Level Descriptors)

(No Source Data)

Key Strategies

● Rereading to clarify information
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Fiction-Nonfiction Pairs
● Use of multimedia
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

RL 9.10-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RI 11.1 – 12.1	**Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Anchor**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

❏ How do I draw conclusions when questions are not completely answered in the text?

Essential Skills

❏ Recognize strong and thorough textual evidence within the text.
❏ Identify the textual evidence that supports analysis of what the text says explicitly.
❏ Explain inferences drawn from the text.
❏ Interpret how the text uses ambiguity or leaves matters uncertain.
❏ Cite strong and thorough textual evidence to support the text.

Vocabulary

❏ cite
❏ thoroughly
❏ textual
❏ analysis
❏ explicit
❏ inference
❏ uncertain
❏ conclusion
❏ supportive

Criteria for Success
(Performance Level Descriptors)

Limited: Reference textual evidence to support analysis of what the text says explicitly or support analysis of simple inferences drawn from the text.
Basic: Cite basic textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.
Proficient: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Accelerated: Cite strong and thorough textual evidence to support a deep analysis of what the text says as well as complex inferences drawn from the text.
Advanced: Cite strong textual evidence as well as complex inferences from multiple parts of the text to support a deep analysis of the text.

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making and revising predictions
● Close Reading strategies (i.e., *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Question Stems

❏ What is stated explicitly in the text?
❏ What inferences can you draw from specific textual evidence?
❏ What can you infer from the text? Why?
❏ What evidence leads you to this conclusion?
❏ What evidence is most supportive of your analysis?
❏ Where does the text leave matters uncertain?
❏ What additional information is necessary?

RI 9.1-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 11.2 – 12.2	**Standard:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question(s)

❏ How can I use the interaction of central ideas presented in the text to summarize the author's message?

Essential Skills

❏ Identify specific details that support the development of central ideas.
❏ Define complex analysis.
❏ Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis. Interpret how the text supports key ideas with specific details.
❏ Formulate an objective summary that includes how two or more central ideas interact and build on one another to provide a complex analysis.

Question Stem

❏ What are the central ideas of the text?
❏ How were the central ideas developed?
❏ How do the central ideas interact and build on each other?
❏ How are the central ideas similar/different?
❏ What supporting ideas are included in the text?
❏ Which elements help to develop the central ideas of the text?
❏ How would you objectively summarize the text?

Vocabulary

❏ determine
❏ central idea
❏ analyze
❏ text
❏ interact
❏ complete
❏ objective

Criteria for Success
(Performance Level Descriptors)

Limited: Identify a simple central idea; provide a retelling of the text.
Basic: Determine a central idea and describe its development; provide a summary of the text.
Proficient: Determine a central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the tex**t.**
Advanced: Determine and evaluate a central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a comprehensive, objective summary of the text.

Key Strategies

● Making and revising predictions
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text

RI 9.2-10.2: Standard: Analyze informational text development.
    a.) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
    b.) Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

RI 11.3 – 11.3	**Standard:** 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.	**Anchor:** Analyze how and why individuals, events, and ideas develop over the course of a text.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)

Essential Question(s)

❏ How can I use the ideas and sequence of events to analyze the meaning of the text?

Essential Skills

❏ Identify complex sets of ideas and sequences of events.
❏ Analyze a complex set of ideas and/or sequence of events.
❏ Explain how specific individuals, ideas, or events interact and develop through a text.

Vocabulary

❏ analyze
❏ complex
❏ sequence
❏ specific
❏ individuals
❏ interact
❏ develop

Criteria for Success
(Performance Level Descriptors)

Limited: Identify how the author unfolds an analysis or series of ideas or events, including the order of points made and how they are introduced and developed.
Basic: Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
Proficient: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Accelerated: Analyze the effectiveness of the development of complex characters, including how they interact to advance the plot or shape the theme.
Advanced: Evaluate the rhetorical effect of how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and subtle connections between them.

Key Strategies

● Use of multimedia
● Text-based questions

Question Stems

❏ What is the development of the ideas in the text?
❏ Identify the text's sequence of events.
❏ How does the interaction of individuals/events/ideas develop over the course of the text?
❏ What makes the set of ideas/sequence of events complex?

RI 9.3-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 11.4 – 12.4	**Standard:** 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). **(See grade 11/12 Language standards 4-6)**	**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Question(s)

- ❏ How can I learn the meaning of words and phrases in the text?
- ❏ How can the use of figurative, connotative and technical meanings help me understand the meaning of the text?
- ❏ How does the author refine the definitions of key terms throughout the text?

Essential Skills

- ❏ Identify key terms in a text.
- ❏ Determine figurative, connotative, and technical meaning of words and phrases.
- ❏ Analyze how an author uses and refines the meaning of a key term over the course of a text.

Vocabulary

- ❏ figurative language
- ❏ connotative
- ❏ technical meanings
- ❏ refining meaning
- ❏ impact tone
- ❏ vivid
- ❏ imaginative
- ❏ technical terms

Criteria for Success

(Performance Level Descriptors)

Limited: Determine, using textual support, the literal meaning of words and phrases.
Basic Determine, using textual support, the meaning of words and phrases, including figurative, connotative, and technical meanings.
Proficient Determine the meaning of words and phrases, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Accelerated Analyze the meaning of words and phrases, including figurative, connotative, and technical meanings; evaluate the cumulative rhetorical effect of specific word choices on meaning and tone.
Advanced Analyze the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings; evaluate the cumulative rhetorical effect of specific word choices on meaning and tone**.**

Key Strategies

- ● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- ● Making connections and responding to text
- ● Close Reading strategies (i.e., *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Question Stems

- ❏ What are the figures of speech in the literary text?
- ❏ What are the connotative meanings of words in text?
- ❏ What technical meanings are required and used in text?
- ❏ How does the meaning of a particular word change over the course of a text?
- ❏ Which words are used repeatedly and impact the meaning of the text?
- ❏ What words did the author use to state ideas in a vivid and imaginative way?
- ❏ What technical terms did the author use and why were these important?

RI 9.4-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **(See grade 9-10 Language standards 4-6 for additional expectations.)**

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RI 11.5 – 12.5

Standard: 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.
  a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

Essential Question(s)

❏ How does the author's use of text structure affect the clarity of the meaning of the text?

Essential Skills

❏ Identify the structure of the exposition or argument.
❏ Identify the points an author makes in an exposition or argument.
❏ Evaluate whether or not the points of an exposition or argument are clear, convincing, and engaging.
❏ Analyze the overall effectiveness of the structure of the exposition or argument.

Vocabulary

❏ effectiveness
❏ structure
❏ engaging
❏ convincing
❏ transition words
❏ chronological placement of argument
❏ supporting details

Criteria for Success
(Performance Level Descriptors)

Limited: Describe how an author's ideas or claims are presented by particular sentences, paragraphs, or larger portions of a text.
Basic: Describe an author's choices concerning how to structure a text, order events within it, and manipulate time.
Proficient: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
Accelerated: Analyze how an author's choices concerning how t structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise, and examine their impact on the text as a whole.
Advanced: Evaluate the rhetorical impact of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Question Stems

❏ What text structure is used in the exposition or argument?
❏ Is the organization of the exposition or argument effective? Why or why not?
❏ What points does the author emphasize?
❏ Identify techniques that the author uses to convince and/or engage the reader.
❏ How do the text features assist the reader?

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

RI 9.5-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI 11.6 – 12.6	**Standard:** 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.	**Anchor**: Assess how point of view or purpose shapes the content and style of a text.

Essential Question(s)

❏ How can the style and content of rhetoric impact the author's point of view?

Essential Skills

❏ Identify rhetorical, persuasive, and stylistic techniques.
❏ Explain the author's point of view or purpose.
❏ Analyze how an author uses crafts and details to develop ideas.
❏ Determine how the author uses rhetorical devices to influence the audience.
❏ Analyze how style and content support point of view or purpose.
❏ Analyze the effects of style and content as they contribute to the effectiveness of the text.

Vocabulary

❏ point of view
❏ rhetoric
❏ effective
❏ analyze
❏ style
❏ content
❏ contribute
❏ persuasive
❏ beauty of the text
❏ purpose

Criteria for Success
(Performance Level Descriptors)

Limited: Identify an explicit point of view or purpose in a text.
Basic: Identify a point of view or purpose in a text and describe how basic rhetoric advances that point of view or purpose.
Proficient: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Accelerated: Analyze an author's point of view or purpose in a text and evaluate the effectiveness of an author's use of rhetoric to advance that point of view or purpose.
Advanced: Analyze an author's implicit point of view or purpose in a complex text and evaluate the effectiveness of an author's use of rhetoric to advance that point of view or purpose.

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (i.e., *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Question Stems

❏ What is the author's point of view or purpose?
❏ How does the author skillfully use language (rhetoric) to influence the reader?
❏ How would you describe the author's style?
❏ Why is the content of the text important?
❏ How does the rhetoric contribute to the aesthetics of the text?

RI 9.6-10.6: Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 11.7 – 12.7	**Standard:** 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.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Question(s)

❏ What are ways that I can use multiple resources and formats to answer questions or solve problems?

Essential Skills

❐ Identify various sources of information presented in diverse media and formats.
❐ Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words.
❐ Integrate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem.
❐ Evaluate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem.

Vocabulary

❏ integrate
❏ evaluate
❏ multiple sources
❏ media
❏ formats
❏ visually
❏ quantitatively
❏ address

Criteria for Success
(Performance Level Descriptors)

Limited: Describe various accounts of a subject told in different mediums.
Basic: Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment.
Proficient: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
Accelerated: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment, and evaluate its effect on the reader's or viewer's interpretation.
Advanced: Analyze various accounts of a complex subject told in different mediums, evaluating the effect of the emphasis and absence of different details in each account.

Key Strategies

● Fiction-Nonfiction Pairs
● Use of multimedia
● Text-based questions

Question Stems

❏ What mediums are used to present the subject?
❏ How is the information formatted in each medium?
❏ Which details are emphasized in the different mediums?
❏ What information can be gleaned from each of the mediums?
❏ Do the various sources of information share complimentary or congruent ideas?
❏ Did you find connections between the mediums?
❏ How does the use of a certain medium affect the account?

RI 9.7-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

RI 11.8 – 12.8	**Standard:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	**Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

Essential Question(s)	**Vocabulary**	**Criteria for Success (Performance Level Descriptors)**
❏ How does locating incorrect claims in an argument help determine the outcome? ❏ **Essential Skills** ❏ Explain constitutional principle. ❏ Recognize elements of legal reasoning. ❏ Identify the premises, purposes, and arguments in works of public advocacy. ❏ Delineate the reasoning in U.S. seminal texts. ❏ Delineate works of public advocacy, including premises, purposes, and arguments. ❏ Evaluate the reasoning in important U.S. texts. ❏ Evaluate works of public advocacy, including premises, purposes, and arguments.	❏ delineate ❏ evaluate ❏ reasoning ❏ seminal ❏ constitutional ❏ opinions ❏ dissents ❏ premises ❏ purposes ❏ advocacy	**Limited:** Identify the argument and claims in a text, describing basic reasons and evidence that support the claim. **Basic:** Delineate the argument and specific claims in a text, determine whether the reasoning is valid or the evidence is relevant and sufficient. **Proficient:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **Accelerated:** Explicate and evaluate the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identify subtle instances of false statements and fallacious reasoning. **Advanced:** Explicate and evaluate the arguments and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identify additional support that can be drawn from existing evidence; identify subtle instances of false statements and fallacious reasoning.

Question Stems

❏ What type of text is this? What is the context of its use?
❏ What is the purpose of the text?
❏ What argument or proposition is presented?
❏ For whom does the author advocate?
❏ What claims support the argument?
❏ What evidence is presented?
❏ Is the reasoning presented logical?
❏ Where is legal reasoning used in the text?
❏ Is the argument/proposition consistent with U.S constitutional principle?

Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

RI 9.8-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 11.9 – 12.9	**Standard:** Analyze seventeenth-, eighteenth-, and nineteenth-century 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.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question(s)	**Vocabulary**	**Criteria for Success (Performance Level Descriptors)**
❑ How do texts of the same time period treat similar themes or topics? **Essential Skills** ❐ Identify the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance. ❐ Analyze the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance of the 18th, 19th, and 20th century.	❑ analyze ❑ seminal ❑ significance ❑ address ❑ themes ❑ concepts ❑ related ❑ historical ❑ connection	**Limited:** Recognize that an author draws on source material. **Basic:** Describe how an author draws on and transforms source material. **Proficient:** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. **Accelerated:** Analyze the effectiveness of how an author draws on and transforms source material. **Advanced:** Evaluate the reasoning and rhetorical strategies in seminal U.S. documents of historical and literary significance, including how they address related themes and concepts, including references and allusions within provided historical documents. **Key Strategies** ● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions ● Making connections and responding to text ● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Question Stems

- ❑ What is the historical significance of the document?
- ❑ What is the literary significance of the document?
- ❑ How does this text shape the future?
- ❑ What is the purpose of each document?
- ❑ What theme is presented in each of the documents?
- ❑ How does the author skillfully use rhetoric to convey meaning?

RI 9.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

	Standard: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.
RI 11.10 – 12.10		

Essential Question(s)

❑ What strategies am I using to become an independent and proficient reader of informational texts?

Essential Skills

❑ Identify and understand key ideas and details.
❑ Identify and understand craft and structure.
❑ Identify and understand integration of knowledge and ideas.
❑ Comprehend key ideas and details.
❑ Comprehend craft and structure.
❑ Comprehend integration of knowledge and ideas.

Vocabulary

❑ text
❑ complexity
❑ scaffolding
❑ comprehend
❑ nonfiction
❑ fiction
❑ main theme
❑ skimming
❑ outline
❑ key ideas

Criteria for Success
(Performance Level Descriptors)

(No Source Data)

Key Strategies

● Assimilating prior knowledge
● Rereading to clarify information
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Fiction-Nonfiction Pairs
● se of multi-media
● Text-based questions
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha
● Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

Question Stems

❑ What is the theme or topic of the selection?
❑ Was this passage to easy? Too difficult?
❑ What is the lexile level of the passage?
❑ Did you use text feature before you began reading?
❑ Did you take notes on the text's main theme and details?
❑ What did you learn from skimming the text before reading?
❑ What parts did you understand? What can you do to aide in your comprehension?
❑ Can you orally summarize for me what you read?
❑ Can you outline the key ideas of the text?

RI 9.10-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.

W 11.1 –12.1

Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  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.
  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.
  c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  d. 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.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Question(s)
- ❑ How can I use relevant reasons to write an argument to support a claim?
- ❑ How can I use credible information to support my claims and counterclaims in an argument?
- ❑ Why do writers need to use an objective tone when writing in an argumentative style?
- ❑ How can values and personal biases change the outcome of an argument?

Essential Skills
- ❑ Recognize organizational patterns in writing.
- ❑ Define precise claim and counterclaim. Establish clear relationships among claim(s) and counterclaims daily, supported by evidence.
- ❑ Recognize organizational patterns in writing.
- ❑ Define precise claim and counterclaim.
- ❑ Write an argument which establishes the significance of the claim(s).
- ❑ Write an argument distinguishing claims from alternate or opposing claims.
- ❑ Write an argument creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Question Stems
- ❑ What organizational structure will best enable to you to convey your information?
- ❑ What facts/details/examples/quotations help to develop your claim?
- ❑ How can you use claim and counterclaim in your writing?
- ❑ Explain how you used strategies and techniques for introducing, organizing, and concluding arguments

Vocabulary

- ❑ argument text
- ❑ claims
- ❑ analysis
- ❑ topic
- ❑ valid
- ❑ reasoning
- ❑ relevant
- ❑ evidence
- ❑ precise
- ❑ significant
- ❑ opposing claim
- ❑ sequence
- ❑ counterclaim
- ❑ sequence
- ❑ rhetorical device
- ❑ personal anecdote
- ❑ analogy
- ❑ formal style
- ❑ objective tone
- ❑ concluding statement
- ❑ logically sequenced

Criteria for Success
(Performance Level Descriptors)

Limited: Provide a claim with lapses in focus, use inconsistent or unclear organizational structure, may reference information that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice.

Basic: Adequately sustain a focused claim, reference a counterclaim when appropriate, include an organizational structure that provides a sense of completeness, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure and adequate word choice.

Proficient: Thoroughly sustain a focused claim and fully address a counterclaim when appropriate, utilize an effective organizational structure that creates a coherent argument or progression of ideas with relevant and varied types of support by citing relevant and sufficient evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning.

Accelerated: Thoroughly sustain a compelling, focused claim and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a strong and nuanced understanding of grade level texts, and purposefully employ sentence structure and word choice to enhance the argument or progression of ideas.

Advanced: Thoroughly sustain a compelling, focused claim and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful and efficient organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a mature and nuanced understanding of grade-level texts, and purposefully and effectively employ sentence structure and word choice to enhance the argument or progression of ideas.

W 9.1-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Establish a clear and thorough thesis to present an argument.
b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
d. Use words, phrases and clauses 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.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the argument presented.

W 11.2 – 12.2	**Standard:** 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. a. Introduce a topic or thesis statement; 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. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience's knowledge of the topic. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic.	**Anchor:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Question(s)

❑ How can I use information to express an idea?
❑ How can I use domain-specific vocabulary to express ideas accurately?

Essential Skills

❑ Select an appropriate topic with complex ideas.
❑ Identify appropriate formatting, graphics, and multimedia to aid comprehension.
❑ Organize complex ideas and information to make important connections and distinctions.
❑ Introduce a topic so that each new element builds on preceding ideas to create a unified whole.
❑ Write including formatting, graphics, multimedia that is useful to aiding comprehension.

Vocabulary

❑ informational text
❑ explanatory text
❑ complex ideas
❑ expository writing structure
❑ topic/thesis statement
❑ multimedia
❑ relevant facts
❑ concrete details
❑ transitions
❑ syntax
❑ cohesion
❑ precise language
❑ domain-specific
❑ metaphor
❑ simile
❑ analogy
❑ formal style of writing
❑ objective tone
❑ concluding statement

Criteria for Success (Performance Level Descriptors)

(No Source Data)

Key Strategies

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems
❑ How can you clearly introduce your topic?
❑ What information will you provide in the preview following the topic/thesis statement?
❑ What organizational structure will best enable to you to convey your information?
❑ What facts/details/examples/quotations help to develop your topic?
❑ When and how can you use figurative language to express ideas?
❑ Do your transitions create cohesion among ideas and concepts?
❑ What makes your piece formal in style?
❑ Is your tone objective?
❑ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

W 9.2-10.2: Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Establish a clear and thorough thesis to present information.
  b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia to aid comprehension, if needed..
  c. Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 11.3 – 12.3

Standard: Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

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 and events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Question(s)

❏ How can I use appropriate details and organization to express a real or imagined event?
❏ How can I use appropriate techniques to express the event more effectively?

Essential Skills

❏ Define tone.
❏ Recognize how writers relate the significance of a problem, situation, or observation to a reader.
❏ Identify multiple points of view in narratives.
❏ Evaluate how writers create tone.
❏ Develop a sequence of events that creates a desired tone and outcome.
❏ Determine appropriate techniques to relate significance.
❏ Analyze multiple points of view in various narratives.
❏ Write a narrative that engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters.
❏ Write a narrative with multiple points of view.

Vocabulary

❏ events
❏ sequence of events
❏ situation
❏ point of view
❏ narrator
❏ experiences
❏ dialogue
❏ plot
❏ plot line
❏ progression of events
❏ coherent
❏ tone
❏ mystery
❏ suspense
❏ precise words/phrases
❏ sensory language
❏ vivid picture
❏ character conclusion

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

❏ What experience or event will you write about?
❏ How will you introduce your characters and narrator?
❏ From what point of view is your story written? It is consistent throughout? Is there more than one point of view?
❏ How will you organize the events in your story? Are they logical? Is the relationship between the events evident?
❏ What are the various plot lines in your story?
❏ What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
❏ What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
❏ How can you use dialogue to convey the experience?
❏ How and where can the use of descriptive language assist in conveying the experience?
❏ Are the descriptive details provided relevant?
❏ Does your conclusion reflect upon the resolution?

W 9.3-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

    d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 11.4 – 12.4	**Standard:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Question(s)

❏ Why do I write?

Essential Skills
❏ Analyze the reason for writing to decide on task, purpose, and audience.
❏ Determine suitable idea development strategies, organization, and style.
❏ Analyze the reason for writing to inform task, purpose, and audience.
❏ Determine suitable idea development strategies, organization, and style.
❏ Produce clear and coherent writing, using fully-developed ideas, organization, and style.

Vocabulary

❏ flashbacks
❏ development
❏ organization
❏ style
❏ audience
❏ purpose
❏ evidence
❏ sequence
❏ transitions
❏ ideas
❏ argument
❏ topic
❏ narrative
❏ events
❏ style
❏ tone
❏ claim
❏ counterclaim

Criteria for Success
(Performance Level Descriptors)

Limited: Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.
Basic: Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.
Proficient: Demonstrate command of the conventions of standard English grammar, usage, and mechanics.
Accelerated: Demonstrate a strong command of the conventions of standard English grammar, usage, and mechanics.
Advanced: Demonstrate a mature command of the conventions of standard English grammar, usage, and mechanics.

Key Strategies

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

❏ What form of writing does the prompt call for?
❏ What organizational structure will you use?
❏ What is the purpose for writing?
❏ Who is the audience?
❏ How will you organize and develop your thoughts before writing?
❏ Did you use vocabulary that is appropriate to your audience?
❏ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

W 9.4-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W 11.5 – 12.5	**Standard:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11- 12 on page 54.)	**Anchor:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Question(s)

- ❏ How does the writing process make me a better writer?

Essential Skills

- ❏ Recognize how and when to plan, revise, edit, rewrite, or try a new approach.
- ❏ Recognize significant information for the needs of audience and purpose.
- ❏ Develop and strengthen writing through conventions of writing.
- ❏ Determine the focus through the consideration of purpose and audience.
- ❏ Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

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Vocabulary

- ❏ argument
- ❏ topic
- ❏ narrative
- ❏ evidence
- ❏ details
- ❏ purpose

Criteria for Success (Performance Level Descriptors)

(No Source Data)

Key Strategies

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

- ❏ What is the purpose or focus of the piece? What aspects are most significant?
- ❏ How will you plan your writing piece?
- ❏ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ❏ What is the best title for this piece?
- ❏ Is the structure you selected the most effective format for conveying your ideas?
- ❏ Is additional evidence, description, or clarification needed anywhere in the piece?
- ❏ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ❏ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ❏ Is your writing free of writing conventions errors?
- ❏ Where should you go if you need helping editing?
- ❏ Does your writing meet the needs of your audience? Does your writing achieve your purpose?

W 9.5-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

W 11.6 – 12.6

Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Question(s)

❏ How can technology be used as a tool to write, publish, and/or collaborate?

Essential Skills

❏ Know a variety of ways to use technology and the Internet to produce, update, and publish products.
❏ Evaluate feedback for value as new arguments or information.
❏ Demonstrate use of technology, including the Internet, to produce and publish writing products.
❏ Use technology, including the Internet, to respond to ongoing feedback by updating individual/ shared products with new arguments and information.

Question Stems

❏ What software will you use to create this document?
❏ How can the Internet serve as a tool for production, publication, and collaboration?
❏ What Internet links will you provide in your document?
❏ How do you correctly cite Internet links?
❏ What medium will you use to publish your writing so that others can access it?
❏ How will you use technology to collaborate and interact with others about your writing?
❏ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
❏ How will you collect and respond to feedback and new information?
❏ Have you efficiently presented the relationships between information and ideas?

Vocabulary

❏ software
❏ credible
❏ multimedia
❏ format
❏ chart
❏ graph
❏ table

Criteria for Success
(Performance Level Descriptors)

(No Source Data)

Key Strategies

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

W 9.6-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

W 11.7 – 12.7	**Standard**: 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.	**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Question(s)

❏ How can I learn more about a topic by completing a research project?

Essential Skills

❏ Identify appropriate short and multiple sources on sustained research topics.
❏ Access print and electronic reference materials.
❏ Narrow or broaden the inquiry when appropriate.
❏ Evaluate the credibility of sources.
❏ Construct and refine research questions.
❏ Synthesize information from multiple sources.
❏ Conduct steps for short as well as sustained research projects to answer a question.
❏ Conduct short and sustained research to answer a question or solve a problem.

Vocabulary

❏ inquiry
❏ narrow
❏ broaden
❏ synthesize
❏ source
❏ organization
❏ format
❏ bibliography
❏ citation page
❏ paraphrase

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

❏ What subject are you investigating?
❏ What is your inquiry question?
❏ How will you locate sources?
❏ What is the origin of the sources you are using?
❏ How do correctly cite your sources?
❏ How does the information drawn from various sources provide an answer to your question?
❏ Is the information from the various sources consistent / complimentary?
❏ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
❏ How can you best summarize your findings?
❏ What did you learn from this inquiry?

W 9.7-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 11.8 – 12.8	**Standard:** 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, including footnotes and endnotes.	**Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Question(s)
- ❏ How can I recall and organize information accurately?
- ❏ How can I collect and organize information accurately?
- ❏ Why is it important for me to know how to summarize and paraphrase others' work?
- ❏ How can I quote a source without plagiarizing?

Essential Skills
- ❏ Recognize strengths and weaknesses of a source based on the task, purpose, and audience.
- ❏ Identify overreliance on a source.
- ❏ Recognize strengths and weaknesses of a source based on the task, purpose, and audience.
- ❏ Evaluate sources by assessing strengths and weaknesses.
- ❏ Integrate information into text to maintain flow of ideas and avoid plagiarism and overreliance on any one source.
- ❏ Gather relevant information from multiple authoritative print and digital sources.
- ❏ Perform advanced searches effectively.

Vocabulary

- ❏ relevant
- ❏ authoritative
- ❏ digital sources
- ❏ effective
- ❏ assess
- ❏ limitations
- ❏ purpose
- ❏ audience
- ❏ integrate
- ❏ selective
- ❏ plagiarism
- ❏ overreliance
- ❏ citation
- ❏ footnotes

Criteria for Success (Performance Level Descriptors)

(No Source Data)

Key Strategies

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems
- ❏ How will you locate information from both print and digital sources?
- ❏ What search engines and terms will you use?
- ❏ What makes this information relevant to the topic?
- ❏ How do you know that the source is credible and accurate?
- ❏ What conclusive information do you plan to include?
- ❏ Are your sources equally utilized (avoiding overreliance on any single source)?
- ❏ How will you paraphrase the information?
- ❏ How do you cite (various) sources in a bibliography?
- ❏ What footnotes and endnotes need to be included?

W 9.8-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

W 11.9 – 12.9

Standard: Draw evidence from literary or informational text to support analysis, reflection, and research.

   a. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
   b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g*., The Federalist*, presidential addresses]").

Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Question(s) / Essential Skills / Question Stems	Vocabulary	Criteria for Success (Performance Level Descriptors)

Essential Question(s)
  ❏ How can I use evidence to support my purpose?

Essential Skills
  ❏ Identify key ideas and details which provide evidence to support conclusions about the text, accessed through research.
  ❏ Cite textual evidence to support analysis of what the text explicitly states
  ❏ Draw evidence from key ideas and details as support for research.
  ❏ Analyze key ideas and details in a text as evidence to support understanding of text.
  ❏ Reflect on key ideas and details in a text as evidence to support understanding of text.

Vocabulary

  ❏ analyze
  ❏ evidence
  ❏ delineate
  ❏ synthesize
  ❏ documents
  ❏ historical
  ❏ seminal
  ❏ primary sources
  ❏ secondary sources
  ❏ summarize
  ❏ paraphrase
  ❏ quote
  ❏ fallacious

Criteria for Success (Performance Level Descriptors)

(No Source Data)

Key Strategies

  ● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
  ● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

  ❏ What evidence can you draw from the passage to support your analysis or position?
  ❏ How does the author present the information?
  ❏ What similarities in the various texts do you notice?
  ❏ What conclusions can you make based on the text(s)?

W 9.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
   b. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

| **W 11.10 – 12.10** | **Standard:** 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. | **Anchor**: 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. |

Essential Question(s)

- ❏ Why is it important to write regularly?
- ❏ Why is it important to adopt the routine of research, reflection, and revision?
- ❏ Why is it important to write for different reasons and different audiences?

Essential Skills

- ❏ Recognize tasks, audiences, and purposes.
- ❏ Determine when to write routinely over shorter or extended time frames.
- ❏ Determine organizational structure for a range of tasks, purposes, and audiences.
- ❏ Write over shortened and extended time frames.

Vocabulary

- ❏ purpose
- ❏ audience
- ❏ evidence
- ❏ key points
- ❏ counterarguments

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

- ❏ How can you create an outline (with time frames) to facilitate/organize your writing?
- ❏ What is the purpose of this writing?
- ❏ What is the specific task?
- ❏ Who is the intended audience?
- ❏ How will you address the audience's knowledge/perspective?

W 9.10-10.10: 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.

SL 11.1 – 12.1	**Standard:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.	**Anchor:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Question(s)
- ❏ How are my conversation skills dependent on the makeup of the group?
- ❏ What contributions can I make to the conversation when I'm prepared and engaged?
- ❏ How can diverse perspectives change the conversation?

Essential Skills
- ❏ Identify key supporting ideas from reading material or research.
- ❏ Analyze and evaluate text, comments, claims, and evidence posed.
- ❏ Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11- 12 topics and texts.
- ❏ Reference evidence from texts and research to support comments and ideas.

Vocabulary
- ❏ collaborative discussion
- ❏ preparation
- ❏ stimulate
- ❏ civil
- ❏ democratic
- ❏ peers
- ❏ propel
- ❏ pose and respond
- ❏ clarify
- ❏ verify
- ❏ thoughtful
- ❏ synthesize
- ❏ deepen
- ❏ investigation

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

- ● Listening: Teach receptive and expressive skills
- ● Engage in reflective conversation about their own writing and the writing of others
- ● Note taking both to deliver oral presentations and to listen to oral presentations
- ● Use audience feedback tools and protocols
- ● Use written and oral English appropriate for various purposes and audiences.
- ● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems
- ❏ What reading or research will you do in order to prepare for the discussion?
- ❏ What evidence from your research does your group need to hear?
- ❏ What are your group norms for discussion?
- ❏ How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?
- ❏ How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- ❏ What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- ❏ Are you asking for clarification when there are details or evidence presented that you don't understand?
- ❏ How will you make sure that everyone's viewpoint is expressed during the discussion?
- ❏ When there are differences in opinion how will you respond and justify your own viewpoint or reasoning?
- ❏ What appropriate kinds of responses might you make that let the speaker know that you respect their opinion, but don't agree with it?

SL 9.1-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
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.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 11.2 – 12.2	**Standard:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s)

❏ How do I evaluate the credibility of information presented in diverse media formats to make informed decisions?

Essential Skills

❏ Identify and integrate information from multiple sources presented in diverse media.
❏ Evaluate credibility and accuracy of integrated sources of information presented.
❏ Integrate multiple sources of information presented.
❏ Determine discrepancies among the data to make informed decisions and to solve problems.

Vocabulary

❏ print
❏ digital
❏ credible
❏ valid
❏ integrate
❏ visually
❏ quantitatively
❏ orally
❏ discrepancies
❏ data
❏ source

Criteria for Success
Performance Level Descriptors

(No Source Data)

Key Strategies

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

❏ What will be the topic of your presentation?
❏ How many sources will form the basis of the information you present?
❏ How will you integrate different forms of media: audio, text, animation, video, print
❏ How will you evaluate the accuracy/credibility of your sources?
❏ How will the information presented be used find a solution to a problem?
❏ What decisions were made as a result of the information presented? Was there a change in thinking?
❏ Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

SL 9.2-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

SL 11.3 – 12.3	**Standard:** 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.	**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Essential Question(s)

❑ How do I decide if the speaker's point of view influences the stance of the presenter?

Essential Skills

❐ Evaluate a speaker's point of view by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone
❐ Evaluate a speaker's reasoning by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone
❐ Evaluate a speaker's use of evidence and rhetoric by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone.

Vocabulary

❑ point of view
❑ reasoning
❑ evidence
❑ rhetoric
❑ stance
❑ premises
❑ links among ideas
❑ word choice
❑ points of emphasis
❑ tone
❑ appeal to authority
❑ elements of speech

Criteria for Success
(Performance Level Descriptors)

(No Source Data)

Key Strategies

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

❑ Evaluate and explain the speaker's point of view.
❑ Determine the speaker's stance and analyze if the evidence supports the stance
❑ Was the speaker's reasoning sound and logical?
❑ How did the speaker's choice of words influence the perception of the soundness of the points being made?
❑ Was the speaker's evidence credible?
❑ What rhetorical devices did the speaker use? Were they effective?
❑ Did the speaker appeal to emotion? Authority?
❑ Can you point out examples when the speaker tried to mislead his/her audience by using flawed reasoning?

SL 9.3-10.3: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 11.4 – 12.4	**Standard:** Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation. a. Plan and deliver a reflective that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)	**Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Question(s)
- ❏ How does the way I organize my presentation affect how my audience hears and understands the message?

Essential Skills
- ❏ Identify information/findings and clear, distinct perspective.
- ❏ Recognize that presentation of information is determined by analysis of purpose, audience, and task.
- ❏ Recognize that issues generate alternative and opposing perspectives. .
- ❏ Determine supporting evidence, logical organization, and alternative or opposing viewpoints.
- ❏ Determine appropriate development, substance, and style.
- ❏ Present information, findings, and supportive evidence that conveys a clear and distinct perspective such that listeners can follow the line of reasoning.
- ❏ Present alternate and opposing perspectives.
- ❏ Utilize appropriate organization, development, substance, and style.

Vocabulary
- ❏ reflection
- ❏ findings
- ❏ evidence
- ❏ refute
- ❏ convey
- ❏ distinct
- ❏ perspective
- ❏ reasoning
- ❏ alternative
- ❏ opposing perspective
- ❏ organization
- ❏ development
- ❏ substance
- ❏ style
- ❏ purpose
- ❏ audience

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols

Question Stems
- ❏ What is your presentations topic?
- ❏ In presenting your personal experience, how will you convey the impact of your experience?
- ❏ What evidence or events will you use in your presentation?
- ❏ Have you asked for feedback from a partner to determine if your style is appropriate for the message you are trying to convey?
- ❏ Can you follow the line of reasoning? Did you make any logic leaps that listeners won't be able to follow?
- ❏ Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?
- ❏ Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- ❏ Did you present your major findings and supporting evidence?
- ❏ Did you consider alternative or opposing perspectives? How did you address these perspectives?

SL 9.4-10.4: Present information, findings, and supporting evidence clearly, concisely and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade),
- b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

SL 11.5 - 12.5	**Standard:** 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.	**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question(s)

❏ How do I decide the best place(s) in a presentation to use multimedia or visual displays to make my presentation more interesting?

Essential Skills

❏ Recognize strategic digital media.
❏ Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.
❏ Evaluate the usefulness of digital media in presentations to add interest.
❏ Use digital media strategically in presentations to enhance understanding and add interest.

Vocabulary

❏ textual elements
❏ graphical elements
❏ audio elements
❏ visual elements
❏ interactive elements
❏ strategic
❏ formats
❏ digital
❏ reasoning
❏ evidence
❏ integral
❏ essential

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

❏ What digital media elements will you use in your presentation?
❏ How does this element enhance understanding?
❏ Where should you include this element?
❏ Would a different visual element be more effective?
❏ Does your media element emphasize your key points in your presentation?
❏ How does the use of media impact the audience and their view of your reasoning and evidence?
❏ What advantage does the use of digital media have over the use of print media in your presentation?

SL 9.5-10.5: 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.

SL 11.6 – 12.6	**Standard:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3.)	**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Question(s)

❏ Why do I need to think about the audience and purpose each time I speak?
❏ How do I decide when to use formal or informal English when speaking?

Essential Skills

❏ Describe audience, situation, and purpose.
❏ Identify qualities of formal and informal speech.
❏ Evaluate audience needs.
❏ Analyze the situation to determine if it requires formal or informal language.
❏ Adapt speech to a given context or task when speaking.
❏ Demonstrate correct use of formal English when speaking.
❏ Adjust from formal to informal language as appropriate.

Vocabulary

❏ adapt
❏ context
❏ situation
❏ audience
❏ task
❏ purpose
❏ presenting formal English

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

❏ What is the context, or situation?
❏ Who is your audience?
❏ What is your task, or purpose?
❏ What adaptations will you make since you are presenting to _____?
❏ Is your language appropriate for the context and speaking task?
❏ Have you avoided slang or filler words?
❏ Is your language and word choice precise and engaging enough to keep the listeners interested?
❏ Are your sentences varied?
❏ Can you substitute proper names and specific nouns to avoid confusion?
❏ Can you vary the lengths of your sentences to vary pace and tempo?

SL 9.6-10.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 for specific expectations.)

	Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Anchor: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L 11.1 – 12.1		

Essential Question(s)

- ❏ Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- ❏ What resources can I use when I have a problem with writing or language usage?

Essential Skills

- ❏ Recognize that usage is a matter of convention, can change over time, and is sometimes contested.
- ❏ Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- ❏ Demonstrate command of the conventions of standard English grammar and usage when speaking.

Question Stems

- ❏ Is this sentence grammatically correct? How can it be improved?
- ❏ Has this convention changed over time? How does current usage differ from that of the past?
- ❏ What reference material might you consult when unsure of a complex usage issue?

Vocabulary

- ❏ conventions
- ❏ standard English
- ❏ grammar
- ❏ usage
- ❏ contest
- ❏ reference materials
- ❏ usage handbook

Criteria for Success
(Performance Level Descriptors)

(No Source Data)

Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach

L 9.1-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L 11.2 – 12.2	**Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Observe hyphenation conventions.
	    b. Spell correctly.
		Anchor: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Essential Question(s)

❑ Why is it important for me to know and follow the rules of standard English mechanics for writing?

Essential Skills

❒ Know punctuation rules for hyphen usage.
❒ Use hyphens in phrases and clauses.
❒ Know rules for colon use.
❒ Apply correct punctuation with the use of the hyphen.

Question Stems

❑ When do you use a hyphen?
❑ Provide an example of the use of hyphenation after a prefix.
❑ Provide an example of the use of hyphenation in compound adjectives.
❑ Provide an example of the use of hyphenation in compound nouns.

Vocabulary

❑ prefix
❑ compound adjectives
❑ compound nouns
❑ conventions
❑ standard English
❑ hyphenation conventions

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Organize words into categories
● Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
● Graphic organizers
● Vocabulary Notebooks
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Direct instruction and modeling of appropriate grammar
● Assimilating prior knowledge
● Provide appropriate input
● Use language in authentic ways
● Provide context Design activities with purpose
● Use task-based activities
● Encourage collaboration
● Use an integrated approach

L 9.2-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    b. Use a colon to introduce a list or quotation.
    c. Spell correctly.

L 11.3 – 12.3	**Standard:** 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. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**Anchor:** 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.

Essential Question(s)

- ❏ How can I convey my ideas effectively through word choice and punctuation?
- ❏ How does my language change based on the situation and audience?
- ❏ What resources can I use to write and edit for a particular writing style?

Essential Skills

- ❏ Understand how language functions in different context.
- ❏ Understand style and syntax
- ❏ Apply knowledge of language to understand how language functions differently in different contexts.
- ❏ Apply knowledge of language to make effective choices for meaning or style.
- ❏ Apply knowledge of language to comprehend more fully when reading or writing.
- ❏ Vary syntax for effect when writing, consulting references when needed.
- ❏ Use knowledge of syntax to study complex texts when reading.

Question Stems

- ❏ What is the context of this piece? Is the style appropriate?
- ❏ Does the word choice clearly convey meaning? Give an example.
- ❏ How does the syntax assist in conveying meaning?
- ❏ How might you vary the syntax if writing in a different style?
- ❏ What reference materials might you consult for syntax guidance?

Vocabulary

- ❏ context
- ❏ style
- ❏ syntax
- ❏ references
- ❏ complex texts
- ❏ parts of speech
- ❏ syntactical complexity

Criteria for Success (Performance Level Descriptors)

(No Source Data)

Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach

L 9.3-10.3: 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.

- a. Write and edit work so it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
- b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Ohio Learning Standards – Clear Learning Targets – ELA Grades 11-12

L 11.4 - 12.4	**Standard:** 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. **a.** Use context (e.g., 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. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. **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).	**Anchor:** Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Question(s)

❑ How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

Essential Skills

❑ Recognize context clues.
❑ Use context as a clue to the meaning of a multiple meaning or unknown word or phrase.

Question Stems

❑ Based upon the use of the word in the sentence, what can you deduce the word _____ means?
❑ Does the positioning of the word assist in determining meaning? Is an appositive clue provided?
❑ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
❑ What reference tool would assist you in determining the pronunciation of a word, its meaning, or its part of speech?
❑ What is the origin of the word? Did it derive from another language?
❑ Has the meaning/use of the word _____ changed over time? How?
❑ What tools or strategies can you use to verify the meaning of an unknown word/phrase?

Vocabulary

❑ overall meaning
❑ inferred
❑ literal
❑ root word
❑ reference
❑ context
❑ phrase
❑ clue

Criteria for Success
(Performance Level Descriptors)
(No Source Data)

Key Strategies
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach

L 9.4-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.
c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 11.5 – 12.5	**Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	    b. Analyze nuances in the meaning of words with similar denotations.

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Question(s)

❑ How do I show I know how to use words accurately and effectively?

Essential Skills

❑ Recognize figures of speech within the text.
❑ Analyze figures of speech. Analyze the role of figurative language within the text.
❑ Determine how figurative language impacts a text's purpose.

Vocabulary

❑ denotations
❑ euphemism
❑ hyperbole
❑ word relationships
❑ irony
❑ paradox
❑ metaphors
❑ alliteration
❑ oxymoron
❑ analyze
❑ similes
❑ antithesis
❑ nuances

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

● Organize words into categories
● Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
● Graphic organizers
● Vocabulary Notebooks
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Direct instruction and modeling of appropriate grammar
● Assimilating prior knowledge
● Provide appropriate input
● Use language in authentic ways
● Provide context Design activities with purpose
● Use task-based activities
● Encourage collaboration
● Use an integrated approach

Question Stems

❑ Can you change this sentence and use a metaphor or a simile to help create image?
❑ Identify the hyperbole. What do you think is the intended meaning? Why do you think the author emphasized this idea?
❑ Can you provide a more positive connotation for the expression?
❑ This sentence is written literally; how can you exaggerate your idea?
❑ Although very similar in meaning, how do the words slightly differ in meaning?
❑ What is the relationship between these words?
❑ What is the explicit/direct meaning of the word?
❑ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
❑ Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?

L 9.5-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a.   Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b.   Analyze nuances in the meaning of words with similar denotations.

L 11.6 – 12.6	**Standard:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Anchor:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Question(s)

- ❏ What strategies will I use to learn and use words that are specific to the things I study?
- ❏ How can technology be used as a writing resource tool?

Essential Skills

- ❏ Identify general academic and domain-specific words and phrases.
- ❏ Recognize and gather words and phrases important to comprehension or expression.
- ❏ Identify appropriate resources to aid in gathering vocabulary knowledge.
- ❏ Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words.
- ❏ Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge.
- ❏ Select appropriate resources to aid in gathering vocabulary knowledge.
- ❏ Use general academic and domain-specific words and phrases at the college and career readiness level.
- ❏ Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge.

Question Stems

- ❏ What is the meaning for the term _____?
- ❏ How would you use the academic word _____ in a sentence?
- ❏ Can you give an example of how the word is used in different subject areas?
- ❏ The word _____ is specific to what subject/domain?
- ❏ Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?
- ❏ What strategies do you use for identifying, understanding, and using high-utility academic words?

Vocabulary

- ❏ acquire
- ❏ academic
- ❏ domain-specific
- ❏ comprehension
- ❏ expression

**Criteria for Success
(Performance Level Descriptors)**

(No Source Data)

Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach

L 9.6-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.