

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
KEY IDEAS & DETAILS	11-12.RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to explain (e.g., what and why) • Central idea • Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) • Relationship between central and specific ideas in an informational text. • Characteristics of an effective summary for informational texts • How to analyze • How to summarize 	<ul style="list-style-type: none"> • Authors of informational texts develop texts that have a central idea that is developed over the course of a text. • Good readers develop effective summaries that are objective and capture the central idea of informational text(s). • Good readers analyze how the central idea of an informational text develops, emerges, and is shaped and refined by specific details. • Multiple central ideas interact with and build on one another to create a complex informational text that requires sophisticated analysis. 	<ul style="list-style-type: none"> • Do: Formulate an objective summary that includes how two or more central ideas interact and build on one another to provide a complex analysis • Describe or graphically represent the relationship between central ideas and specific details in informational texts • Determine multiple central ideas in informational texts • Analyze the development of two or more central ideas over the course of an informational text, including how they interact and build on one another to provide a complex analysis • Create an objective summary of an informational text • 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

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KEY IDEAS & DETAILS	<p>11-12.RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze effectively (e.g., text-supported explanation of what, why and how) • Patterns of organization (e.g., sequence/ chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) • Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.) • Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) • Signal words that show relationships between and among ideas/ concepts/event 	<ul style="list-style-type: none"> • Authors control information and their message through their choices of how information interacts and develops. • Good readers carefully analyze the complex organizational patterns that authors of informational text(s) choose to use. 	<ul style="list-style-type: none"> • Analyze how organization of multiple/complex events and ideas reflect and support multiple, complex text structures • Analyze author's choices of signal words/phrases that show complex relationships between and among ideas in text • Analyze how author's choices about presentation and interaction of complex information control readers' understandings of the message/central idea • Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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CRAFT AND STRUCTURE	<p>11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> • Informational text • How to analyze • Word/language choices • Context clues • Literal/ Denotative meaning • Connotative meaning • Technical meanings • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions) • Tone 	<ul style="list-style-type: none"> • Authors make purposeful choices to achieve an intended effect within informational text(s). • Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<ul style="list-style-type: none"> • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and use domain-specific terms • Identify and interpret figurative language • Explain how figurative language enhances and extends meaning • Explain the impact of specific language choices by the author • Analyze how an author uses and refines the meaning of a key term or terms over the course of a text • 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 • 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
	<p>11-12.RI.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze • How to evaluate • Various text structures/patterns of organization: sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution) • Various text features (e.g., captions, maps, information from charts and graphs, illustrations, diagrams) • Exposition • Argument 	<ul style="list-style-type: none"> • Authors use text structures and text features to chunk and organize the information so readers can deconstruct the text. • Authors' choices of structures, features, etc. control the central idea and the readers' perceptions • Good readers know that recognizing how a text is structured is one key to making meaning from text. • Good readers understand the structures and features of a text, and use them to make sense of what they read 	<ul style="list-style-type: none"> • Apply essential information from text features to enhance understanding of text • Evaluate the effectiveness of text structures in expositions or arguments • Analyze the relationship between text organization and development of ideas • Evaluate whether or not expositions or arguments are clear, convincing, and engaging • 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 • Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

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CRAFT AND STRUCTURE	11-12.RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Characteristics of an analysis • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text • Point of view (e.g., first person, third person, limited, omniscient) • Author's viewpoint/focus/attitude/bias • Author's perspective (background) • Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude) • Conflicting evidence or viewpoints • Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) • Rhetoric • Rhetorical devices • Logos • Ethos • Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) • Pathos • Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) • Rhetorical questions • Rhetorical situation (e.g., author, audience, text, context/environment/setting) 	<ul style="list-style-type: none"> • Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance purpose. • Good readers analyze the style and content of an informational text and recognize how they contribute to their own appreciation of the power, persuasiveness, and beauty of the text. 	<ul style="list-style-type: none"> • Analyze the author's overall purpose (to inform, to persuade, to explain how, to entertain) for writing a text • Analyze how the author's choices reflect his/her viewpoint, focus, attitude, position or bias • Analyze how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information) • Evaluate the effectiveness of rhetorical choices • Analyze the author's use of persuasive techniques, rhetorical devices, logical fallacies, etc. • Analyze how style and content contribute to the power, persuasiveness, or beauty of a text • 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 • Assess how point of view or purpose shapes the content and style of a text

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COMMON CORE STANDARDS				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
INTEGRATION OF KNOWLEDGE	11-12.RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> • Characteristics of an evaluation • Resources relevant for solving specific problems/questions • Media formats (e.g., visual, oral, quantitative) • Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) 	<ul style="list-style-type: none"> • Writers present information in diverse formats and media. • Readers' and viewers' make choices about the most efficient way to retrieve information. • Good readers' and viewers' use information from a variety of text/media sources to answer questions and solve problems. 	<ul style="list-style-type: none"> • Identify sources of information that can be used to address a question or solve a problem • Evaluate which details/information from different sources can be used effectively to address questions or solve problems • Integrate 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
	11-12.RI.8: 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).	<ul style="list-style-type: none"> • Know: Explain constitutional principle • Know: Recognize elements of legal reasoning • Know: Identify the premises, purposes, and arguments in works of public advocacy 	<ul style="list-style-type: none"> • Think: Delineate the reasoning in U.S. seminal texts • Think: Delineate works of public advocacy, including premises, purposes, and arguments • Think: Evaluate the reasoning in important U.S. texts • Think: Evaluate works of public advocacy, including premises, purposes, and arguments 	<ul style="list-style-type: none"> •

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
INTEGRATION OF KNOWLEDGE	<p>11-12.RI.9: 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.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Key information/details • Seventeenth-century foundational U.S. documents of historical and literary significance • Foundational documents (refer to CCSS Appendix B to assess texts for appropriateness) • Eighteenth-century foundational U.S. documents of historical and literary significance • Nineteenth-century foundational U.S. documents of historical and literary significance • Theme and concepts • Rhetorical devices • Logos, Ethos, Pathos • Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) • Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) • Rhetorical questions • Rhetorical situation (e.g., author, audience, text, context/environment/setting) 	<ul style="list-style-type: none"> • Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose and historical context. • Authors' texts become seminal based on the significance of their historical and literary themes and concepts. • Good readers recognize that what makes a text "foundational" is its influence and significance over time. • An author's skillful use of rhetoric helps determine what documents become foundational. 	<ul style="list-style-type: none"> • Identify characteristics of "foundational" texts • Identify what gives a work historical significance • Identify what gives a work literary significance • Describe the authors' overall purposes for writing texts • Identify the authors' positions in texts • Identify key details/information of foundational American documents • Identify, cite, and explain textual evidence which reveal the themes and purposes of a foundational text • Identify rhetorical devices in foundational devices • Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features
	<p>11-12.RI.10: 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.</p>	<ul style="list-style-type: none"> • Know: Identify and understand key ideas and details • Know: Identify and understand craft and structure • Know: Identify and understand integration of knowledge and ideas 	<ul style="list-style-type: none"> • Think: Comprehend key ideas and details • Think: Comprehend craft and structure • Think: Comprehend integration of knowledge and ideas 	

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING LITERATURE				
KEY IDEAS & DETAILS	<p>11-12.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Textual support Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences and draw conclusions about what they read. Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to <i>show</i> an understanding of what they read and how it connects to their lives. 	<ul style="list-style-type: none"> Make, test and revise predictions as they read Make inferences about content, abstract ideas and events in a text and identify author's decisions Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text. Identify how author's choices affect central ideas Analyze texts to make generalizations Differentiate between strong and weak textual support Use the combination of background knowledge, explicitly stated information, and connections from the text to answer questions they have as they read Make critical or analytical judgments to make generalizations Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis Determine where a text leaves matters uncertain Make connections between conclusions they draw and other beliefs or knowledge Make critical or analytical judgments about what they read Create interpretations of text that are adapted as they continue to read and after they read Create self-motivated interpretations of text where the text leaves matters uncertain. Analyze connections between self and literary themes Identify rhetorical strategies used by an author in a text Analyze an author's choice of rhetorical strategies Explain an author's use of rhetorical strategies with strong and thorough evidence from the text 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 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

	11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"> Literary texts How to analyze How to summarize Central/main idea Theme Difference between central ideas and supporting details in a story The purposes of and relationships between main ideas and supporting details in literary text (e.g., timing of appearance, relationship) Characteristics of an effective summary for literary texts (e.g., objective vs. subjective) 	<ul style="list-style-type: none"> Authors of literary texts create multiple themes that interact with and build on one another to create a complex text that requires sophisticated analysis. Good readers develop effective summaries that are objective and include the central ideas of the text 	<ul style="list-style-type: none"> Do: Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text Describe or graphically represent the relationship between central ideas and specific details Identify two or more themes or central ideas that interact and build on one another Analyze the development of two or more themes or central ideas over the course of the text, examining how they interact and build on one another to produce a complex account Create an objective summary (excluding personal opinions) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
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READING LITERATURE				
KEY IDEAS & DETAILS	11-12.RL.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<ul style="list-style-type: none"> Literary texts How to analyze Story Elements Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution, denouement) Episodes Conflicts (e.g., man vs. man, man vs. nature) Character types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain, foil, archetype) Setting (time, place, context) Dialogue (e.g., direct, indirect) Mood and tone Theme Exposition and narration Drama Elements Episodes Acts Scenes Dialogue (e.g., aside, monologue, dialogue, exposition and narration) Character actions, feelings, words, and implied motivations 	<ul style="list-style-type: none"> An author makes intentional choices about the development and interaction of story/drama elements to impact readers in a certain way. Good readers recognize that the choices an author makes about literary texts effect the outcome of the text. 	<ul style="list-style-type: none"> Differentiate among complex or multi-dimensional character types and roles within a story or drama Identify multiple and/or conflicting motivations of complex characters Explain what specific lines of dialogue or narration/exposition reveal about characters Analyze (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ develop mood and tone and develop theme Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Analyze how and why individuals, events, and ideas develop and interact over the course of a text

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READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
CRAFT AND STRUCTURE	11-12.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<ul style="list-style-type: none"> Literary text How to analyze Word/language choices Context clues Literal/ Denotative meaning Connotative meaning Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) Mood Tone 	<ul style="list-style-type: none"> Authors make purposeful choices to achieve an intended effect within text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). 	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and use genre-specific terms to explain author's language choices Identify and interpret figurative language and literary devices Explain how figurative language and literary devices enhance and extend meaning Explain the impact of specific language choices by the author Explain how authors use language choices to create an aesthetic Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful 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
	11-12.RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> Literary text How to analyze Various patterns of organization: sequence/chronological order, description, comparison, problem/solution, simple cause/effect, conflict/resolution Resolutions (e.g., comedic, tragic) Aesthetic impact 	<ul style="list-style-type: none"> Authors' choices of text structure control the message and the appeal of the text to the reader. The structure of a text (sentence choices, paragraphs, etc.) contributes to the function/purpose of the text. Text structures help the writer chunk and organize the information so readers can deconstruct the text. 	<ul style="list-style-type: none"> Analyze the relationship between text organization and development of ideas Analyze the relationship between form/structure and meaning in text Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

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READING LITERATURE				
CRAFT AND STRUCTURE	<p>11-12.RL.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> Literary text(s) Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Point of view (omniscient, first-person, third-person limited) Perspective Author's view point/perspective, focus, attitude, bias Audience Cultural awareness Elements of style (e.g., word choice, figures of speech, satire, sarcasm, irony, understatement) Tone Subjectivity/Objectivity Text Evidence Explicit vs. inferred message Satire and parody 	<ul style="list-style-type: none"> Understanding the point of view of a text sometimes requires that a reader distinguish between what the text directly states and what it really means. An author's purpose for writing a piece of text affects the choices he/she makes in shaping the text. 	<ul style="list-style-type: none"> Distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, parody, irony, or understatement) Analyze the author's overall purpose for writing a text Analyze how the author's purpose shape the content Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view) Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient and subjective vs. objective on the reader 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)

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READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
INTEGRATION OF KNOWLEDGE & IDEAS	11-12.RL.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<ul style="list-style-type: none"> How to analyze How to evaluate Compare Contrast Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) Genre (e.g., story, drama, poem) Source/original text Author's choices (e.g., audience, word choice, text structure, style, mood, tone) Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the past) Versions/mediums of text (e.g., audio, video, live, filmed, staged, multimedia) Media techniques/tools-Visual (e.g., color, lighting, props, costumes, focus, angles in a film) Media techniques/tools-Oral (e.g., sound, voice inflection) 	<ul style="list-style-type: none"> Writers'/directors'/actors' interpretations of a source text impact the readers', listeners', and viewers' understanding. Good readers' and viewers' understanding of a text is influenced by the unique choices the writers, directors, and actors make.. 	<ul style="list-style-type: none"> Do: Review the recorded interpretation of the written version of a play, novel, or poetry Interpret and analyze the source text Interpret and analyze multiple versions of the source text Compare and contrast multiple interpretations of the source text Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) Evaluate how each version interprets the source text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
	11-12.RL.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> Use information from texts to demonstrate knowledge Theme(s) Topic(s) Author's choices (e.g., audience, word choice, text structure, style, mood, tone) Foundational American literature from the 18th, 19th and early 20th century (See text exemplars in CCSS Appendix B) Author's perspective/view point Text-to-text connections Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to understand the past, to promote a perspective) 	<ul style="list-style-type: none"> Authors' approaches to themes and topics are influenced by their perspectives and their intentions. Good readers compare and contrast various texts from the same time period to deepen their understanding of themes and topics. 	<ul style="list-style-type: none"> Identify the characteristics of foundational works of American literature Identify and explain author's perspective/view point Identify, cite, and explain textual evidence (examples of author's choices) which reveal the author's intentions/purposes Compare and contrast texts within the same period in terms of the treatment of similar themes and topics (eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
READING RANGE	11-12.RL.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Know: Identify/understand key ideas and details Know: Identify/understand craft and structure Know: Identify/understand integration of knowledge 	<ul style="list-style-type: none"> Think: Comprehend key ideas and details Think: Comprehend craft and structure Think: Comprehend integration of knowledge and ideas 	<ul style="list-style-type: none">

GRADE ELEVEN & TWELVE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
COMPREHENSION & COLLABORATION	<p>11-12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 11-12.SL.1a: 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. 11-12.SL.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 11-12.SL.1c: 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. 11-12.SL.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task 	<ul style="list-style-type: none"> Know: Identify key supporting ideas from reading material or research Know: Describe expectations for civil and democratic discussion and decision-making Know: Identify diverse perspectives in text as well as those presented Know: Know how to ask thought-provoking questions Know: Identify conclusions posed during discussion or in text 	<ul style="list-style-type: none"> Think: Analyze & evaluate text, comments, claims, and evidence posed Think: Synthesize comments, claims, and evidence for all sides of an issue Think: Evaluate discussions and decision-making processes Think: Determine goals, deadlines, and individual roles for discussion groups Think: Formulate opinions, ideas, and conclusions based on prior and new evidence Think: Compare and contrast opinions and facts posed by peers on the designated issue or topic Think: Evaluate personal conclusions and the conclusions of others 	<ul style="list-style-type: none"> Do: Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts Do: Facilitate discussions over designated grade 11-12 topics Do: Collaborate to develop guidelines for successful discussion and decision-making Do: Follow agreed-upon guidelines for discussion Do: Pose and respond to questions to probe reasoning and evidence Do: Converse to resolve contradictions Do: Determine additional information needed to further the investigation or complete the task Do: Consider all positions on a topic or issue and respond thoughtfully Do: Reference evidence from texts and research to support comments and ideas Do: Question or respond to clarify, verify, or challenge conclusions posed by others Do: Make connections to new evidence or reasoning posed to justify personal viewpoints

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
COMPREHENSION & COLLABORATION	11-12.SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> Know: Identify and integrate information from multiple sources presented in diverse media 	<ul style="list-style-type: none"> Think: Evaluate credibility and accuracy of integrated sources of information presented Think: Integrate multiple sources of information presented Think: Determine discrepancies among the data to make informed decisions and to solve problems 	<ul style="list-style-type: none">
	11-12.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Think: Evaluate a speaker's point of view by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone Think: Evaluate a speaker's reasoning by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone Think: Evaluate a speaker's use of evidence and rhetoric by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone 	<ul style="list-style-type: none">

GRADE ELEVEN & TWELVE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	11-12.SL.4: Present information, findings, and supporting evidence, 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 of formal and informal tasks.	<ul style="list-style-type: none"> • Know: Identify information/findings and clear, distinct perspective • Know: Recognize that presentation of information is determined by analysis of purpose, audience, and task • Know: Recognize that issues generate alternative and opposing perspectives 	<ul style="list-style-type: none"> • Think: Determine supporting evidence, logical organization, and alternative or opposing viewpoints • Think: Determine appropriate development, substance, and style 	<ul style="list-style-type: none"> • Do: Present information, findings, and supporting evidence that conveys a clear and distinct perspective such that listeners can follow a line of reasoning • Do: Present alternate and opposing perspectives • Do: Utilize appropriate organization, development, substance, and style
	11-12.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Know: Recognize strategic digital media 	<ul style="list-style-type: none"> • Think: Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence • Think: Evaluate the usefulness of digital media in presentations to add interest 	<ul style="list-style-type: none"> • Do: Use digital media strategically in presentations to enhance understanding and add interest
	11-12.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Know: Describe audience, situation, and purpose • Know: Identify qualities of formal and informal speech 	<ul style="list-style-type: none"> • Think: Evaluate audience needs • Think: Analyze the situation to determine if it requires formal or informal language 	<ul style="list-style-type: none"> • Do: Adapt speech to a given context or task when speaking • Do: Demonstrate correct use of formal English when speaking • Do: Adjust from formal to informal language as appropriate

GRADE ELEVEN & TWELVE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CONVENTIONS OF STANDARD ENGLISH	<p>11-12.L1: 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.</p> <p>11-12.L1a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>11-12.L1b: Observe hyphenation conventions.</p>	<ul style="list-style-type: none"> • Know: Recognize that usage is a matter of convention, can change over time, and is sometimes contested • Know: Identify issues of complex or contested usage, consulting references as needed 	<ul style="list-style-type: none"> • Think: Demonstrate command of the conventions of standard English grammar and usage when writing • Think: Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested • Think: Resolve issues of complex or contested usage, consulting references as needed 	<ul style="list-style-type: none"> • Do: Demonstrate command of the conventions of standard English grammar and usage • when speaking
	<p>11-12.L2: 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.</p> <p>11-12.L2a: Spell correctly.</p> <p>11-12.L2b: 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.</p>	<ul style="list-style-type: none"> • Know: Know punctuation rules for hyphen usage • Know: Use hyphens in phrases and clauses 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Do: Apply correct capitalization, punctuation, and spelling rules

GRADE ELEVEN & TWELVE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
VOCABULARY ACQUISITION & USE	<p>11-12.L3: 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.</p> <p>11-12.L3a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> • Know: Understand how language functions in different contexts • Know: Understand style and syntax 	<ul style="list-style-type: none"> • Think: Apply knowledge of language to determine how language functions in different contexts • Think: Apply knowledge of language to make effective choices for meaning or style • Think: Apply knowledge of language to comprehend more fully when reading or listening 	<ul style="list-style-type: none"> • Do: Vary syntax for effect when writing, consulting references when needed • Do: Use knowledge of syntax to study complex texts when reading
	<p>11-12.L4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <ul style="list-style-type: none"> • 11-12.L4a: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • 11-12.L4b: 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). • 11-12.L4c: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 11-12.L4d: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 	<ul style="list-style-type: none"> • Know: Recognize context clues • Know: Identify words and phrases that have multiple meanings • Know: Recognize patterns of word changes that indicate meaning or part of speech 	<ul style="list-style-type: none"> • Think: Use patterns of word changes to determine meaning • Think: Use context as a clue to the meaning of a multiple meaning or unknown word or phrase 	<ul style="list-style-type: none"> • Do: Verify preliminary determination of the meaning of a word or phrase • Do: Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase • Do: Consult general and specialized reference materials, both print and digital

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
LANGUAGE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
VOCABULARY ACQUISITION & USE	<p>11-12.L5: Analyze nuances in the meaning of words with similar denotations.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Know: Recognize figures of speech within the text • Know: Identify words with similar denotations • Know: Recognize nuances in the meaning of words with similar meanings 	<ul style="list-style-type: none"> • Think: Analyze figures of speech • Think: Analyze the role of figurative language within the text • Think: Determine how figurative language impacts a text's purpose 	<ul style="list-style-type: none"> • Do: Demonstrate nuances in the meanings of words with similar denotations
	<p>11-12.L6: Analyze nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none"> • 11-12.L6a: 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. 	<ul style="list-style-type: none"> • Know: Identify general academic and domain-specific words and phrases • Know: Recognize and gather words and phrases important to comprehension or expression • Know: Identify appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none"> • Think: Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words • Think: Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge • Think: Select appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none"> • Do: Use general academic and domain-specific words and phrases at the college and career readiness level • Do: Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	11-12.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> Persuasion and argument Difference between relevant and irrelevant evidence Reason(s) (e.g., position, claims/counterclaims, support, debatable issue as opposed to single-sided issue or report topic) 	<ul style="list-style-type: none"> Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. 	<ul style="list-style-type: none"> Do: Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
	11-12.W1a: 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.	<ul style="list-style-type: none"> Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) Style (e.g., formal, informal, specific to audience) 	<ul style="list-style-type: none"> Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<ul style="list-style-type: none"> Do: Write an argument establishing the significance of the claim(s)
	11-12.W1b: 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.	<ul style="list-style-type: none"> Reasoned and logical argument/case Primary sources Secondary sources (e.g., UDLib/Search) Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides background information, commands reader's attention) 		<ul style="list-style-type: none"> Do: Write an argument distinguishing claims from alternate or opposing claims
	11-12.W1c: 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.	<ul style="list-style-type: none"> Awareness of audience Organizational pattern/ structure Cohesive and transitional devices (e.g., words, phrases, clauses) Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon) Effective rhetorical devices (e.g., rhetorical question, repetition, direct address) 		<ul style="list-style-type: none"> Do: Write an argument creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence
	11-12.W1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> Format choices (e.g., letter-business, personnel, editorial, review, debate brief, persuasive essays, proposals, advertisements, position papers) Effective conclusion (e.g., one that provides call to action/next step or answers the "so what" question, moves beyond summary) 		<ul style="list-style-type: none"> Do: Write an argument that develops claim(s) and counterclaims fairly and thoroughly,
	11-12.W1e: Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> Objective tone (e.g., academic, formal, reasoned, fact-based) Norms and conventions of the discipline in which they are writing (e.g., language for legislative proposals, persuasive speech, debate) 		<ul style="list-style-type: none"> with the most relevant evidence for each Do: Write an argument identifying strengths and limitations of claims and counterclaims Do: Write an argument anticipating the audience's knowledge level, concerns, values, and possible biases Do: Write an argument using words, phrases and clauses, as well as varied syntax to link sections of text, create cohesion, and clarify relationship Do: Write an argument that establishes and maintains formal style and objective tone Do: Write an argument that attends to the norms and conventions of the discipline Do: Write an argument which provides a concluding statement that follows from and supports the argument presented

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	11-12.W2: 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.	<ul style="list-style-type: none"> • Informative/explanatory writing (to include literary nonfiction) • Topic/Thesis • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, examples, surveys, observations, interviews) • Organizational patterns (e.g., concept definition, classification, comparison/contrast, and cause/effect, problem-solution, time order) • Formatting devices (e.g., headings) • Graphics (e.g., charts, figures, tables) • Multimedia • Domain-specific vocabulary • Use non-literal language (e.g., idioms, slang, figurative language, dialect pun) that supports the informative/expository purpose • Style (e.g., formal, informal, specific to audience) • Objective tone • Primary sources • Secondary sources (e.g., UDLlib/Search) • Effective introduction/hook (e.g., one that presents a thesis that goes beyond the obvious and provides necessary background information) • Awareness of audience • Transition words, phrases, clauses • Syntax • Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) • Effective conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues and/or generating a hypothesis) 	<ul style="list-style-type: none"> • Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly and effectively. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and writers write to make meaning of what they read. 	<ul style="list-style-type: none"> • Do: Write informative/explanatory texts that examine/convey complex ideas, concepts, and information, demonstrating clear and accurate understanding of content • Do: Write informative/explanatory texts using effective selection, organization, and analysis of content • Do: Introduce a topic so that each new element builds on preceding ideas to create a unified whole • Do: Write including formatting, graphics, multimedia that is useful to aiding comprehension • Do: Develop a topic thoroughly by selecting the most significant and relevant facts, extending definitions, concrete details, quotations, examples and other information appropriate to the audience's knowledge of the topic • Do: Use appropriate and varied transitions and syntax • Do: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic • Do: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing • Do: Provide a concluding statement or section that follows from and supports the information or explanation presented
	11-12.W2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
	11-12.W2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
	11-12.W2c: 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.			
	9-10.W.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
	11-12.W2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			
	11-12.W2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	11-12.W2f: 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).			

GRADE ELEVEN & TWELVE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	11-12.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> Narrative writing (e.g., biographical, personal, fictional) Topic Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event) Character types (e.g., dynamic, flat, foil, round) Narrative techniques (e.g., dialogue, description, pacing) Point of view (e.g., first person, third person) Elaboration Awareness of audience Plot/plot lines (e.g., conflict, climax, resolution) Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback) Relevant, concrete details/examples Difference between relevant and irrelevant details Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) Transitional words and phrases Coherence (paragraph unity, sentence cohesion, parallelism) Closure/ending/conclusion (e.g., one that reflects on what is experienced, observed, or resolved over the course of the narrative) Forms (e.g., short stories, journals, poems, personal essays, memoir, autobiography) Mood/reader's reaction (e.g., humorous, light, mysterious) 	<ul style="list-style-type: none"> Good authors of narrative writing effectively develop stories to immerse the reader in the experience or event. Good authors use model/example texts to guide them as they compose their own narrative pieces. Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. 	<ul style="list-style-type: none"> Do: Write a narrative that engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters Do: Write a narrative with multiple points of view Do: Write a narrative that uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and characters and build toward a particular outcome Do: Write a narrative that uses a variety of transitions to develop a coherent sequence of events Do: Write a narrative that uses appropriate precise, descriptive, and sensory language Do: Write a narrative that includes a reflective conclusion that follows from what is experienced, observed, or resolved
	11-12.W3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
	11-12.W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
	11-12.W3c: 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).			
	11-12.W3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
	11-12.W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
WRITING				
PRODUCTION & DISTRIBUTION	11-12.W4: 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.)		<ul style="list-style-type: none">• Think: Analyze the reason for writing to decide on task, purpose, and audience• Think: Determine suitable idea development strategies, organization, and style	<ul style="list-style-type: none">• Do: Produce writing both clear and coherent, with idea development, organization, and style
	11-12.W5: 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.	<ul style="list-style-type: none">• Recognize how and when to plan, revise, edit, rewrite, or try a new approach• Recognize significant information for the needs of audience and purpose	<ul style="list-style-type: none">• Think: Develop and strengthen writing through conventions of writing• Think: Determine the focus through the consideration of purpose and audience	<ul style="list-style-type: none">• Do: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
	11-12.W6: 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.	<ul style="list-style-type: none">• Know: Know a variety of ways to use technology and the Internet to produce, update, and publish products arguments or information	<ul style="list-style-type: none">• Think: Evaluate feedback for value as new	<ul style="list-style-type: none">• Do: Demonstrate use of technology, including the Internet, to produce and publish writing products• Do: Use technology, including the Internet, to respond to on-going feedback by• updating individual/shared products with new arguments and information

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	11-12.W7: 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.	<ul style="list-style-type: none"> • Know: Identify appropriate short and multiple sources on sustained research topics • Know: Access print and electronic reference materials • Know: Narrow or broaden the inquiry when appropriate 	<ul style="list-style-type: none"> • Think: Evaluate the credibility of sources • Think: Construct and refine research questions • Think: Synthesize information from multiple sources 	<ul style="list-style-type: none"> • Demonstrate: Conduct steps for short as well as sustained research projects to answer a question • Demonstrate: Conduct short and sustained research to answer a question or solve a problem
	11-12.W8: 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.	<ul style="list-style-type: none"> • Know: Recognize strengths and weaknesses of a source based on the task, purpose, and audience • Know: Identify overreliance on a source • Know: Recognize strengths and weaknesses of a source based on the task, purpose, and audience 	<ul style="list-style-type: none"> • Think: Evaluate sources by assessing strengths and weaknesses • Think: Integrate information into text to maintain the flow of ideas and avoid plagiarism and overreliance on any one source 	<ul style="list-style-type: none"> • Do: Gather relevant information from multiple authoritative print and digital sources • Do: Perform advanced searches effectively

GRADE ELEVEN & TWELVE				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
WRITING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	11-12.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Know: Identify key ideas and details that provide evidence to support conclusions about the text, accessed through research • Know: Cite textual evidence to support analysis of what the text explicitly states 	<ul style="list-style-type: none"> • Think: Draw evidence from key ideas and details as support for research • Think: Analyze key ideas and details in a text as evidence to support understanding of text • Think: Reflect on key ideas and details in a text as evidence to support understanding of text 	<ul style="list-style-type: none"> •
	11-12.W9a: 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”).			
	11-12.W9b: 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]”).			
WRITING RANGE	11-12.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Know: Recognize task, audience, and purpose 	<ul style="list-style-type: none"> • Think: Determine when to write routinely over shorter or extended time frames • Think: Determine organizational structure for a range of tasks, purposes, and audiences 	<ul style="list-style-type: none"> • Do: Writes routinely over shorter or extended time frames