

Time Frame – 1<sup>st</sup> nine weeks

Step 1- Concepts/Standards

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Essential Questions: What strategies do good readers use?	Learning Targets: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text. I can answer questions that require an inference. I can determine ambiguity in the text.
CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
Essential Questions: What strategies do good readers use?	Learning Targets: I can define theme. I can analyze plot to determine theme. I can determine how themes develop and interact to produce a complex account. I can define summary. I can compose an objective summary.
CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
Essential Questions: What strategies do good readers use?	Learning Targets: I can identify elements of drama. I can analyze how elements of drama are developed. I can analyze the impact of an author's choices in the elements of drama.
CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and	

<p>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.)</p>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can define and identify figurative language. I can I recognize the difference between denotative and connotative meanings. I can analyze how an author’s choice of specific word evokes a particular meaning or tone. I can analyze how specific word choices effect overall meaning of a text.</p>
<p>CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can analyze specific parts of text and explain how individual parts fit into the overall structure. I can analyze how an author’s choice affects overall meaning.</p>
<p>CCSS.ELA-Literacy.RL.11-12.6 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>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can identify an author’s point of view. I can analyze words in a text to determine when an author is requiring inferencing. I can recognize when authors use literary techniques.</p>
<p>CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	
<p>Essential Questions: In what ways does creative choice impact an audience?</p>	<p>Learning Targets:</p>

	<p>I can analyze how authors interpret a source text in different mediums.</p> <p>I can evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p>
<p>CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can recognize the difference between denotative and connotative meanings. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how key terms are used and refined over the course of a text.</p>
<p>CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can determine how an author chose to structure his or her exposition or argument. I can analyze the effectiveness of the author’s structure. I can evaluate how an author’s choice of structure impacts his or her audience.</p>
<p>CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	
<p>Essential Questions: How do author’s choices impact a text?</p>	<p>Learning Targets: I can determine an author’s point of view and explain his or her purpose for writing.</p>

	<p>I can define, use and analyze rhetoric in a text.</p> <p>I can analyze how the use of rhetoric strengthens an author’s purpose.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness or beauty of the text.</p>
<p>CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	
<p>Essential Questions: In what ways does creative choice impact an audience?</p>	<p>Learning Targets:</p> <p>I can identify multiples sources of information presented in different formats to assist me in addressing a question.</p> <p>I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem.</p>
<p>CCSS.ELA-Literacy.RI.11-12.8 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).</p>	
<p>Essential Questions: In what ways does creative choice impact an audience?</p>	<p>Learning Targets:</p> <p>I can determine the purpose behind the creation of seminal U.S. texts.</p> <p>I can identify constitutional principles and or legal reasoning found in seminal U.S. texts.</p> <p>I can evaluate the application of constitutional principles in the use of legal reasoning in seminal U.S. texts.</p> <p>I can identify and evaluate the premises, purposes and arguments found in works of public advocacy.</p>

<p>CCSS.ELA-Literacy.RI.11-12.9 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>	
<p>Essential Questions: In what ways does creative choice impact an audience?</p>	<p>Learning Targets: I can identify various foundational U.S. documents of historical and literary significance from different time periods. I can identify themes, purposes, and rhetorical figures used in various foundational U.S. documents of historical and literary significance. I can analyze how different foundational U.S. documents utilize themes. I can analyze how different foundational U.S. documents utilize rhetorical features.</p>
<p>CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.11-12.1a 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. CCSS.ELA-Literacy.W.11-12.1b 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. CCSS.ELA-Literacy.W.11-12.1c 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. CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	

<p>Essential Questions: What do good writers do? What’s my purpose and how do I develop it?</p>	<p>Learning Targets: I can analyze substantive topics or texts to determine an argument that causes or has caused a debate in society. I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claims. I can identify alternate or opposing claims that counter my argument. I can organize claims, counterclaims, reasons, and evidence in a logical sequence. I can anticipate my audience’s background and develop my argument accordingly. I can present my argument in a formal style and objective tone. I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</p>
<p>CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p>Essential Questions: What strategies can I use to make my writing more clear and precise?</p>	<p>Learning Targets: I can identify the writing style that best fits my task, purpose, and audience. I can use organizational /formatting structures to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>
<p>CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)</p>	

<p>Essential Questions: What strategies can I use to make my writing more clear and precise?</p>	<p>Learning Targets: I can use prewriting strategies. I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>
<p>CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	
<p>Essential Questions: What strategies can I use to make my writing more clear and precise?</p>	<p>Learning Targets: I can identify technology that will help me produce, publish, and update my individual or shared writing products. I can determine the most efficient technology, medium to complete my writing task. I can respond to ongoing feedback and/or new arguments or information to produce, publish, and update by writing projects.</p>
<p>CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

<p>Essential Questions: What strategies do good researchers use?</p>	<p>Learning Targets: I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. I can choose several sources and synthesize information to answer my research inquiry. I can determine if I need to narrow or broaden my inquiry based on the information gathered. I can create a research paper/project to demonstrate understanding of the subject under investigation.</p>
<p>CCSS.ELA-Literacy.W.11-12.8 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.</p>	
<p>Essential Questions: What strategies do good researchers use?</p>	<p>Learning Targets: I can determine the credibility of a source. I can assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience. I can use advanced searches with multiple print or digital sources effectively to gather information needed to support my research. I can define and avoid plagiarism by paraphrasing and/or summarizing my research findings. I can determine when my research data must be quoted and integrate the information into my text to maintain the flow of ideas. I can follow a standard format for citation to create a bibliography</p>

	for sources that I paraphrased or quoted in my writing.
<p>CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.11-12.9b 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]”).</p>	
<p>Essential Questions:</p> <p>What strategies do good researchers use?</p>	<p>Learning Targets:</p> <p>I can determine textual evidence that supports my analysis, reflection, and/or research.</p> <p>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>