



Monroe County Schools
Grade 12 ELA
2015 - 2016

9 Weeks Taught	CCRS (2013 COS)	Resources	Vocabulary	9 Weeks Tested
Reading Standards for Literature				
1 st on-going	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. [RL.11-12.1]	Beowulf Textbook	textual evidence, analysis, explicitly, inferences	1st on-going
1 st on-going	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. [RL.11-12.2]	Beowulf P's Tale	Theme, central ideas, objective summary	1st on-going
1 st on-going	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). [RL.11-12.3]	Beowulf	elements	1st on-going
1 st on-going ACT Standard	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.) [RL.11-12.4]	Canterbury Tales Prologue	Figurative, connotative, multiple meanings, fresh, engaging	1st on-going
1 st on-going	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. [RL.11-12.5]	Macbeth	Comedic, tragic resolution, aesthetic impact	3rd

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1 st on-going	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]	Lamb	Distinguishing, satire, sarcasm, irony, understatement	1 st on-going
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1 st on-going	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.) [RL.11-12.7] 	Macbeth	multiple interpretations,	3 rd
1 st on-going	8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] 	P's Tale Everyman		2 nd
4 th	9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]	Textbook handouts	read and comprehend	4 th
Reading Standards for Informational Text				
1 st on-going	10. 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. [RI.11-12.1]	Where Are You Going...	inferences	2 nd
1 st on-going	11. 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. [RI.11-12.2]	Beowulf	central ideas, interact, complex analysis, objective summary	1 st on-going
1 st on-going	12. 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. [RI.11-12.3]	Macbeth	sequence of events	3 rd
1 st on-going	13. 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 <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]		figurative, connotative, technical meanings	1 st on-going

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1 st on-going	14. 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. [RI.11-12.5]	Beowulf	Effectiveness, exposition	1 st on-going
1 st on-going ACT Standard	15. 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. [RI.11-12.6]	Wife of Bath's Tale	point of view, purpose	2 nd
1 st on-going	16. 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. [RI.11-12.7]	Wife of Bath's Tale	multiple sources, media, formats	2 nd
1 st on-going	17. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). [RI.11-12.8]	Brown vs Board of Ed	Delineate, evaluate, application of constitutional principles, use of legal reasoning, premises, purposes, arguments, public advocacy	3 rd
4 th	18. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]	Handouts Our Town Raisin in the Sun		4 th
Writing Standards				
3 rd	19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]	Macbeth	Arguments, substantive topics, valid reasoning, relevant, sufficient evidence	3 rd

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3 rd	19.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. [W.11-12.1a]	Macbeth	logically sequences claim(s), counterclaims, reasons, evidence	3 rd
3 rd	19.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. [W.11-12.1b]	Macbeth	Strengths, limitations, values, biases	3 rd
3 rd	19.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]	Macbeth	varied syntax, create cohesion, clarify the relationships	3 rd
3 rd	19.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]	Macbeth	formal style, objective tone	3 rd
3 rd	19.e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]	Macbeth	concluding statement	3 rd
1 st on-going	20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]	Macbeth	Informative, explanatory	3 rd
1 st on-going	20.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]	Group presentations on CTP	Formatting, graphics, multimedia	2 nd
1 st on-going ACT Standard	20.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]	CTP P's Tale	relevant facts, extended definitions, concrete details, quotations	2 nd


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1 st on-going ACT Standard	20.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. [W.11-12.2c]	Macbeth	varied transitions and syntax, create cohesion, clarify the relationships	3rd
1 st on-going ACT Standard	20. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]	Macbeth	precise language, domain-specific vocabulary, metaphor, simile, analogy	3rd
1 st on-going	20. 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. [W.11-12.2e]	Macbeth	formal style, objective tone	3rd
1 st on-going	20. f. 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.11-12.2f]	Macbeth	concluding statement	3rd
1 st on-going	21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]	Lamb	narratives	1st on-going
1 st on-going	21.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, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]	The Storm	progression of experiences or events	2nd
1 st on-going	21.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]	The Storm	dialogue, pacing, description, reflection, multiple plot lines	2nd
1 st on-going	21.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). [W.11-12.3c]	The Storm	a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)	2nd

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1 st on-going	21.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]	Macbeth	sensory language	3 rd
1 st on-going	21.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]	Beowulf	conclusion	1 st on-going
1 st on-going	22. 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 19-21 above.) [W.11-12.4]	Everyday Use	appropriate to task, purpose, audience	2 nd
1 st on-going	23. 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 the first three standards in the Language strand in Grades K-12.) [W.11-12.5] 24.	CTP	planning, revising, editing, rewriting	2 nd
1 st on-going	24. 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. [W.11-12.6]	Research Projects	technology, feedback, new arguments	3 rd
1 st on-going	25. 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.11-12.7]	Group Presentations	sustained research	1 st on-going
1 st on-going	26. 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. [W.11-12.8]	Research Projects	Multiple authoritative print and digital sources, strengths and limitations, integrate information, avoiding plagiarism and overreliance on any one source	3 rd

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1 st on-going	27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]	Beowulf		1 st on-going
1 st on-going	27.a. Apply <i>Grade 12 Reading standards</i> to literature (e.g., —Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topicsII). [W.11-12.9a] 	P's Tale Everyman	British literature	2 nd
1 st on-going	27.b. Apply <i>Grade 12 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]II). [W.11-12.9b]	Brown vs Board of Ed	Delineate, evaluate, seminal United States texts, application of constitutional principles, legal reasoning, premises, purposes, arguments, public advocacy	3 rd
1 st on-going	28. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]	Research Projects	extended time frames	3 rd
Speaking and Listening Standards				
1 st on-going	29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]	Beowulf	collaborative discussions, persuasively	1 st on-going
1 st on-going	29.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. [SL.11-12.1a]	Beowulf		1 st on-going

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1 st on-going	29.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]	Beowulf	democratic discussions, deadlines	1st on-going
1 st on-going	29.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. [SL.11-12.1c]	Beowulf	clarify, verify, challenge ideas, divergent, creative	1st on-going
1 st on-going	29.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. [SL.11-12.1d]	Beowulf	synthesize comments, resolve contradictions	1st on-going
1 st on-going	30. 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. [SL.11-12.2]	Research Projects Macbeth	Integrate multiple sources, evaluating the credibility and accuracy, noting any discrepancies	2nd
1 st on-going	31. 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. [SL.11-12.3]	Lamb, Storm, Everyday Use	speaker's point of view, reasoning, use of evidence and rhetoric	2nd
1 st on-going	32. 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. [SL.11-12.4]	Research Projects	supporting evidence, substance	3rd
1 st on-going	33. 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.11-12.5]	CTP	digital media	2nd
1 st on-going	34. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]		command of formal English	1st on-going

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Language Standards				
1 st on-going	35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]	Grammar review	conventions	1st on-going
1 st on-going	35.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]	Grammar review	usage	1st on-going
1 st on-going	35.b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. [L.11-12.1b]	Grammar review		1st on-going
1 st on-going ACT Standard	36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]	Grammar review	capitalization, punctuation, spelling	1st on-going
1 st on-going	36.a. Observe hyphenation conventions. [L.11-12.2a]	Grammar review	hyphenation	1st on-going
1 st on-going	36.b. Spell correctly. [L.11-12.2b]	Grammar review		1st on-going
1 st on-going	37. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]	CTP Everyday Use		2nd
1 st on-going	37.a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]	Handouts (GG)	syntax	2nd
1 st on-going	38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i> , choosing flexibly from a range of strategies. [L.11-12.4]	P's Tale	range of strategies	2nd
1 st on-going	38.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]	Beowulf	context	1st on-going
1 st on-going	38.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). [L.11-12.4b]	Beowulf	patterns of word changes	1st on-going

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1 st on-going	38.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]	Grammar review	dictionaries, glossaries, thesauruses, speech, etymology, standard usage	1st on-going
1 st on-going	38.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.11-12.4d]	Grammar review	inferred meaning	1st on-going
1 st on-going	39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]	Beowulf	figurative language, nuances	1st on-going
1 st on-going	39.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]	Beowulf	figures of speech, hyperbole, paradox	1st on-going
1 st on-going	39.b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]	Beowulf	similar denotations	1st on-going
1 st on-going	40. 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. [L.11-12.6]	Death of Arthur Sir Gawain	domain-specific words, comprehension, expression.	3rd

General Resources:

- No Fear Shakespeare
- Be A Better Reader
- Our Town
- Raisin in the Sun

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Monroe County Schools Formative Assessment Schedule 2015-2016

Formative	Formative	Formative	Formative
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Standards:</p> <p>1, 2, 3, 4, 6, 11, 13, 14, 35, 35a, 35b, 36, 36a, 36b, 38a, 38b, 38c, 38d, 39, 39a, 39b</p> <p>Taught but not tested:</p> <p>21, 21e, 25, 27, 29, 29a, 29b, 29c, 29d, 34,</p>	<p>Standards:</p> <p>8, 10, 15, 16, 37, 37a, 38</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 6, 11, 13, 14, 35, 35a, 35b, 36, 36a, 36b, 38a, 38b, 38c, 38d, 39, 39a, 39b</p> <p>Taught but not tested:</p> <p>20a, 20b, 21a, 21b, 21c, 22, 23, 27a, 30, 31, 33,</p>	<p>Standards:</p> <p>5, 7, 12, 17, 32, 40</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 6, 11, 13, 14, 21, 21e, 25, 27, 29, 29a, 29b, 29c, 29d, 34, 35, 35a, 35b, 36, 36a, 36b, 38a, 38b, 38c, 38d, 39, 39a, 39b</p> <p>Taught but not tested:</p> <p>19, 19a, 19b, 19c, 19d, 19e, 20, 20c, 20d, 20e, 20f, 21d, 24, 26, 27b, 28,</p>	<p>Standards:</p> <p>9, 18</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 6, 11, 13, 14, 21, 21e, 25, 27, 29, 29a, 29b, 29c, 29d, 34, 35, 35a, 35b, 36, 36a, 36b, 38a, 38b, 38c, 38d, 39, 39a, 39b</p>