

# 11-12 Grade Band

Kentucky Core Academic Standards with Targets



### English Language Arts

<b>CCR: 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 text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 1</b>
<b>Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b>			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize strong and thorough textual evidence within the text	Explain inferences drawn from the text  Interpret how the text uses ambiguity or leaves matters uncertain  Cite strong and thorough textual evidence to support the text (explicit and inferred)		

### English Language Arts

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 2</b>
<b>Standard: Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify two or more themes or central ideas of a text.</p> <p>Explain how the themes or central ideas interact and build on one another to produce a complex account</p> <p>Know how to write an objective summary</p>	<p>Analyze how the text develops two or more central ideas or themes throughout a text</p> <p>Interpret how the text supports the themes or central ideas to produce a complex account of the text.</p> <p>Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text</p>		

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 3</b>
<b>Standard: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key elements of a story or drama  Identify key choices the author made that relate elements of the story	Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama  Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story		

### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 4</b>
<b>Standard: 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 and other authors.)</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> <li>• words that impact meaning and tone</li> <li>• multiple meaning words</li> <li>• language that is fresh, engaging, or beautiful in a text</li> </ul>	Determine the: <ul style="list-style-type: none"> <li>• meanings of words and phrases</li> <li>• figurative meanings of words and phrases</li> <li>• connotative meanings of words and phrases</li> </ul> as they are used in a text		

	<p>Analyze the impact of specific words on meaning and tone, including:</p> <ul style="list-style-type: none"><li>• words with multiple meanings</li><li>• language that is particularly fresh, engaging, or beautiful</li></ul>		
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### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 5</b>
<b>Standard: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the author’s specific style choices  Identify aesthetic impact: <ul style="list-style-type: none"> <li>• (e.g., historical context</li> <li>• emotional appeal</li> <li>• and artistic appeal)</li> </ul>	Analyze how the author’s choices contribute to the: <ul style="list-style-type: none"> <li>• overall structure</li> <li>• meaning</li> <li>• aesthetic impact</li> </ul>		

**English Language Arts**

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft &amp; Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 6</b>
<b>Standard: 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).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Define : <ul style="list-style-type: none"> <li>• denotation/connotation and/or</li> <li>• literal/non-literal meaning</li> <li>• satire</li> <li>• sarcasm</li> <li>• irony</li> <li>• understatement</li> </ul> Identify examples, such as: <ul style="list-style-type: none"> <li>• satire</li> <li>• sarcasm</li> <li>• irony</li> <li>• understatement</li> </ul> from the text	Compare/contrast what is directly stated in a text (e.g., satire, sarcasm, irony, or understatement) with the implied or inferred meaning  Using the non-literal interpretation, identify the author’s point of view  Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text		



### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 7</b>
<b>Standard: Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define source text  Identify two or more interpretations of text (story, drama, poem)	Explain multiple interpretations: <ul style="list-style-type: none"> <li>• recorded/live play</li> <li>• recorded novel</li> <li>• recorded poetry</li> </ul> of (story, drama, poem) analyzing how each interprets source text  Evaluate how an artist chooses to interpret an entire work		

**English Language Arts**

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster:</b>	<b>Grade: 11-12</b>	<b>Standard #: 8</b>
<b>Standard: Not applicable to literature</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches author’s take.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 9</b>
<b>Standard: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe the historical context of _____ (18 <sup>th</sup> , 19 <sup>th</sup> , or 20 <sup>th</sup> ) century	Determine the theme or themes of foundational works of American Literature		
Identify foundational works of _____ (18 <sup>th</sup> , 19 <sup>th</sup> , or 20 <sup>th</sup> ) century	Compare/contrast the treatment of similar themes from two or more texts from the _____ (18 <sup>th</sup> , 19 <sup>th</sup> , or early 20 <sup>th</sup> ) century		
Distinguish between theme and topic	Compare/contrast the treatment of similar topics from two or more texts from the _____ (18 <sup>th</sup> , 19 <sup>th</sup> , early 20 <sup>th</sup> ) century		

**English Language Arts**

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 11</b>	<b>Standard #: 10</b>
<b>Standard: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify/understand in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9	Comprehend independently in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed		

### English Language Arts

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 12</b>	<b>Standard #: 10</b>
<b>Standard: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9	Comprehend in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, independently and proficiently		

**English Language Arts**

<b>CCR: 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.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 1</b>
<b>Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where a text leaves matters uncertain.</b>			
<b>Type: _____ Knowledge ___X___ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Recognize strong and thorough textual evidence within the text	Identify the textual evidence that supports analysis of what the text says explicitly  Explain inferences drawn from the text  Interpret how the text uses ambiguity or leaves matters uncertain  Cite strong and thorough textual evidence to support the text (explicit and inferred)		

### English Language Arts

<b>CCR: Demonstrate central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 2</b>
<b>Standard: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

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

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 11-12</b>	<b>Standard #: 3</b>
<b>Standard: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• complex sets of ideas</li> <li>• complex sequences of events</li> </ul>	Analyze a: <ul style="list-style-type: none"> <li>• complex set of ideas</li> <li>• complex sequence of events</li> </ul> Explain how specific: <ul style="list-style-type: none"> <li>• individual</li> <li>• ideas</li> <li>• events</li> </ul> interact and develop throughout a text		



### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 4</b>
<b>Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> <li>• technical words and phrases</li> </ul> in a text  Identify key terms in a text	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> <li>• technical meanings</li> </ul> Analyze how an author uses and refines the meaning of a key term over the course of a text		

### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 5</b>
<b>Standard: Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the structure of the exposition or argument  Identify the points an author makes in an exposition or argument	Based on the structure of the exposition or argument: <ul style="list-style-type: none"> <li>• evaluate whether or not the points are clear</li> <li>• evaluate whether or not the points are convincing</li> <li>• evaluate whether or not the points are engaging for the reader</li> </ul> Analyze the overall effectiveness of the structure of the exposition or argument		

**English Language Arts**

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 11-12</b>	<b>Standard #: 6</b>
<b>Standard: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• rhetorical techniques</li> <li>• persuasive techniques</li> <li>• stylistic techniques</li> </ul> Explain the author’s point of view or purpose	Analyze how an author uses crafts and details to develop ideas  Determine how the author uses rhetorical devices to influence the audience  Analyze : <ul style="list-style-type: none"> <li>• how style and content support the point of view or purpose</li> <li>• the effects of style and content as they contribute to the effectiveness</li> </ul>		

### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 7</b>
<b>Standard: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify various sources of information presented in diverse media and formats (e.g., visually, quantitatively)</p> <p>Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to :</p> <ul style="list-style-type: none"> <li>• address a question</li> <li>• solve a problem</li> </ul> <p>Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to:</p> <ul style="list-style-type: none"> <li>• address a question</li> <li>• solve a problem</li> </ul>		

### English Language Arts

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 8</b>
<b>Standard: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain constitutional principle  Recognize elements of legal reasoning  Define public advocacy  Identify the: <ul style="list-style-type: none"> <li>• premises</li> <li>• purposes</li> <li>• arguments in works of public advocacy</li> </ul>	Delineate the reasoning in U.S. seminal text(s) including: <ul style="list-style-type: none"> <li>• application of constitutional principles</li> <li>• use of legal reasoning</li> </ul> Delineate works of public advocacy, including: <ul style="list-style-type: none"> <li>• premises</li> <li>• purposes</li> <li>• arguments</li> </ul>		

	<p>Evaluate the reasoning in important U.S. texts, including:</p> <ul style="list-style-type: none"><li>• application of constitutional principles</li><li>• use of legal reasoning</li></ul> <p>Evaluate works of public advocacy, including:</p> <ul style="list-style-type: none"><li>• premises</li><li>• purposes</li><li>• arguments</li></ul>		
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### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Informational Texts</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 9</b>
<b>Standard: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the: <ul style="list-style-type: none"> <li>• theme</li> <li>• purpose</li> <li>• rhetorical features</li> </ul> of U.S. documents of historical and literary significance	Analyze the: <ul style="list-style-type: none"> <li>• theme</li> <li>• purpose</li> <li>• rhetorical</li> </ul> of U.S. documents of historical and literary significance of _____ (18 <sup>th</sup> , 19 <sup>th</sup> , or 20 <sup>th</sup> century)		

**English Language Arts**

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 11</b>	<b>Standard #: 10</b>
<b>Standard: By the end of grade 11, read and comprehend literary nonfiction in the grade 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify/understand: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9	Comprehend independently: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9		



**English Language Arts**

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 12</b>	<b>Standard: 10</b>
<b>Standard: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify/understand: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9	Comprehend independently: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9		

## English Language Arts

<b>CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 11-12</b>	<b>Standard #: 1</b>
<b>Standard: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize organizational patterns in writing  Define precise claim and counterclaim  Define and generate substantive topics or texts	Analyze a substantive topic or text to determine if it is suitable for a written argument		Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: <ul style="list-style-type: none"> <li>• introduces precise, knowledgeable claim(s)</li> </ul>

<p>Recognize relevant and sufficient evidence</p> <p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p> <p>Recognize transitional words, phrases, and clauses</p> <p>Recognize formal style and objective tone</p> <p>Recognize concluding statements or sections that support the argument presented</p> <p>Explain audience awareness, including knowledge level, concerns, values, and biases</p> <p>Identify norms and conventions of disciplines</p>	<p>Determine method to:</p> <ul style="list-style-type: none"> <li>• introduce precise, knowledgeable claim(s)</li> <li>• establish significance of claim(s)</li> <li>• distinguish the claim (s) from alternate or opposing claims</li> </ul> <p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that logically sequences:</p> <ul style="list-style-type: none"> <li>• claim(s)</li> <li>• counterclaims</li> <li>• reasons</li> <li>• evidence</li> </ul> <p>Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each</p> <p>Analyze the</p> <ul style="list-style-type: none"> <li>• knowledge level</li> <li>• concerns</li> <li>• values</li> <li>• possible biases</li> </ul> <p>of the rhetorical audience</p> <p>Evaluate strengths, limitations and relevance of claims and counterclaims</p>		<ul style="list-style-type: none"> <li>• establishes the significance of the claim(s)</li> <li>• distinguishes claims from alternate or opposing claims</li> <li>• creates an organization that logically sequences claim(s), counterclaims, reasons and evidence</li> <li>• develops claim(s) and counterclaims fairly and thoroughly, with the most relevant evidence for each</li> <li>• points out strengths and limitations of claims and counterclaims</li> <li>• anticipates the audience’s knowledge level, concerns, values and possible biases</li> <li>• uses words, phrases and clauses as well as varied syntax to link sections of text, create cohesion, and clarify relationship</li> <li>• establishes and maintains formal style and objective tone</li> <li>• attends to the norms and conventions of the discipline</li> <li>• provides a concluding statement that follows from and supports the argument presented</li> </ul>
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	<p>Link major sections of the text and create cohesion using:</p> <ul style="list-style-type: none"><li>• words</li><li>• phrases</li><li>• clauses</li><li>• varied syntax</li></ul> <p>Clarify relationships between:</p> <ul style="list-style-type: none"><li>• claims and reasons</li><li>• reasons and evidence</li><li>• claims and counterclaims</li></ul> <p>using words, phrases and clauses, as well as varied syntax</p> <p>Develop formal writing style and objective tone while attending to the norms and conventions of the discipline</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p>		
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## English Language Arts

<b>CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade:11-12</b>	<b>Standard #: 2</b>
<p><b>Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <ol style="list-style-type: none"> <li><b>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.</b></li> <li><b>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.</b></li> <li><b>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.</b></li> <li><b>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></li> <li><b>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.</b></li> <li><b>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).</b></li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ <u>X</u> _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Select: <ul style="list-style-type: none"> <li>• appropriate topic</li> <li>• complex ideas</li> </ul>	Organize complex ideas and information to make important connections and distinctions		Write informative/explanatory text which:

<ul style="list-style-type: none"> <li>• appropriate formatting, graphics, and multimedia to aid comprehension</li> <li>• supporting details</li> <li>• effective transitions</li> <li>• effective word choice</li> <li>• tone</li> <li>• style</li> <li>• effective conclusions that follows from and supports the information or explanation presented</li> </ul>	<p>Select well-chosen, relevant, sufficient:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• details</li> <li>• quotations</li> <li>• other appropriate information</li> <li>• examples</li> </ul> <p>appropriate to the audience’s knowledge of the topic</p> <p>Determine appropriate use of syntax to:</p> <ul style="list-style-type: none"> <li>• link major sections</li> <li>• create cohesion</li> <li>• clarify in text</li> </ul> <p>Select precise language and domain specific vocabulary to manage the complexity of the text</p> <p>Employ figurative devices (like simile, metaphor, analogy) to enhance the piece</p> <p>Determine an appropriate formal style and objective tone for a concluding section that follows from and supports the information or explanation presented</p>		<ul style="list-style-type: none"> <li>• examines/conveys complex ideas, concepts, and information</li> <li>• demonstrates clear and accurate information</li> </ul> <p>and uses :</p> <ul style="list-style-type: none"> <li>• effective selection</li> <li>• organization</li> <li>• analysis</li> </ul> <p>of content:</p> <p>Introduce a topic which includes:</p> <ul style="list-style-type: none"> <li>• organized complex ideas,</li> <li>• concepts</li> <li>• information</li> </ul> <p>so that each new element builds on that which precedes it to create a unified whole</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful to aiding comprehension</p> <p>Develop the topic thoroughly by:</p> <ul style="list-style-type: none"> <li>• selecting the most significant and relevant facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul>
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			<ul style="list-style-type: none"> <li>• appropriate to the audience’s knowledge of the topic</li> </ul> <p>Use appropriate and varied transitions and syntax to:</p> <ul style="list-style-type: none"> <li>• link the major sections of the text</li> <li>• create cohesion</li> <li>• clarify the relationships among complex ideas and concepts</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• precise language</li> <li>• domain-specific vocabulary</li> <li>• techniques such as metaphor, simile, and analogy</li> </ul> <p>to manage the complexity of the topic</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
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## English Language Arts

<b>CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types &amp; Purposes</b>	<b>Grade: 11-12</b>	<b>Standard #: 3</b>
<p><b>Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>			
<p><b>Type:</b> _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Define tone</p> <p>Recognize how writers relate the significance of a problem, situation, or observation to a reader</p>	<p>Analyze how writers create tone</p> <p>Develop a sequence of events that creates a desired tone and outcome</p> <p>Determine appropriate techniques to relate significance.</p>		<p>Write a narrative that:</p> <ul style="list-style-type: none"> <li>• creates a particular tone</li> <li>• engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters</li> <li>• establishes multiple points of view</li> </ul>



<p>Identify multiple points of view in narratives</p> <p>Recognize multiple plot lines in narratives</p> <p>Recognize techniques writers use to build toward a particular outcome</p>	<p>Analyze:</p> <ul style="list-style-type: none"> <li>• multiple points of view of various narratives</li> <li>• use of multiple plot lines in narratives</li> </ul> <p>Use a variety of techniques to logically sequence and connect events</p> <p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters</p> <p>Develop conclusions that reflects on what is experienced, observed, or resolved in a narrative</p>		<ul style="list-style-type: none"> <li>• creates a desired tone</li> <li>• uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters and build toward a particular outcome</li> <li>• uses a variety of transitions to develop a coherent sequence of events</li> <li>• uses appropriate precise, descriptive, and sensory language</li> <li>• includes a reflective conclusion that flows from what is experienced, observed, or resolved</li> </ul>
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### English Language Arts

<b>CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Writing</b>	<b>Cluster: Product and Distribution of Writing</b>	<b>Grade: 11-12</b>	<b>Standard #: 4</b>
<b>Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
(The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task purpose and audience  (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)	(The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task purpose and audience  (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)

## English Language Arts

<b>CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production and Distribution of Writing</b>	<b>Grade: 11-12</b>	<b>Standard #: 5</b>
<b>Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grades 11-12 on page 54.)</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize how and when to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul> <p>Determine focus on:</p> <ul style="list-style-type: none"> <li>• what is most significant for a specific purpose</li> <li>• what is significant for a specific audience</li> </ul>		

**English Language Arts**

<b>CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production &amp; Distribution of Writing</b>	<b>Grade: 11-12</b>	<b>Standard #: 6</b>
<b>Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Know a variety of ways to use technology and the Internet to produce, update, and publish products	Evaluate feedback for value as new arguments or information	Demonstrate use of technology, including the Internet, to produce and publish writing products  Use technology, including the Internet, to respond to on-going feedback by updating individual/shared products with new arguments and information	.

### English Language Arts

<b>CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 11-12</b>	<b>Standard #: 7</b>
<b>Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• appropriate short and sustained research topics</li> <li>• multiple sources on the subject of the research</li> </ul> Access reference materials (both print and electronic material)  Narrow or broaden the inquiry when appropriate.	Evaluate the credibility of sources  Construct and refine research questions  Synthesize information from multiple sources  Conduct steps for short as well as sustained research projects to answer a question  Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem		

### English Language Arts

<b>CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 11-12</b>	<b>Standard #: 8</b>
<b>Standard: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize strengths and weaknesses of a source based on the task, purpose, and audience  Define plagiarism  Identify overreliance on a source  Recognize authoritative sources  Cite in standard formats	Evaluate sources by assessing strengths and weaknesses in terms of: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Integrate information into text to: <ul style="list-style-type: none"> <li>• maintain flow of ideas</li> <li>• avoid plagiarism and overreliance on any one source</li> </ul> Gather relevant information from multiple authoritative print and digital sources  Perform advanced searches effectively		

### English Language Arts

<b>CCR: Draw evidence from literary or informational text to support analysis, reflection, and research.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 11-12</b>	<b>Standard #: 9</b>
<b>Standard: Draw evidence from literary or informational text to support analysis, reflection, and research.</b> <b>a. Apply grades 11-12 reading standards to literature (e.g. “Demonstrate knowledge of 18<sup>th</sup>-19<sup>th</sup>-and early-20<sup>th</sup> century foundational works of Amer. lit, including how two or more texts from the same period treat similar themes or topics”).</b> <b>b. Apply grades 11-12 reading standards to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal US texts...”).</b>			
<b>Type: _____ Knowledge      <u>    X    </u> Reasoning      _____ Performance Skill      _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research  Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research  Analyze key ideas and details in a text as evidence for support understanding of text  Reflect on key ideas and details in a text as evidence for support understanding of text		

### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Writing</b>	<b>Cluster: Range of Writing</b>	<b>Grade: 11-12</b>	<b>Standard #: 10</b>
<b>Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>			
Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• task</li> <li>• audience</li> <li>• purposes</li> </ul>	Determine when to write: <ul style="list-style-type: none"> <li>• routinely over extended time frames (time for research, reflection, and revision)</li> <li>• routinely over shorter time frames (a single sitting or a day or two)</li> </ul> Determine organizational structure for a range of tasks, purposes, and audiences	Writes routinely over extended time frames (time for research, reflection, and revision)  Writes routinely over shorter time frames (a single sitting or a day or two)	



## English Language Arts

<b>CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.</b>			
<b>Strand: Speaking &amp; Listening</b>	<b>Cluster: Comprehension &amp; Collaboration</b>	<b>Grade: 11-12</b>	<b>Standard #: 1</b>
<p><b>Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p> <ul style="list-style-type: none"> <li><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</b></li> <li><b>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</b></li> <li><b>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.</b></li> <li><b>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.</b></li> </ul>			
<p><b>Type:</b> _____ Knowledge _____ Reasoning _____ <b>X</b> _____ Performance Skill _____ Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key supporting ideas from reading and research	Analyze & evaluate text, comments, claims, and evidence posed	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts	
Describe expectations for civil and democratic discussion and decision-making	Synthesize comments, claims, and evidence for all sides of an issue	Facilitate discussions over designated grade 11-12 topics	

<p>Identify diverse perspectives in text and presented</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p>	<p>Evaluate discussions and decision-making processes</p> <p>Determine goals, deadlines, and individual roles for discussion groups</p> <p>Formulate opinions, ideas, and conclusions based on prior and new evidence</p> <p>Compare and contrast opinions and facts posed by peers on the designated issue or topic</p> <p>Evaluate personal conclusions and the conclusions of others</p>	<p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</p> <p>Pose and respond to questions to probe reasoning and evidence</p> <p>Converse to resolve contradictions</p> <p>Determine additional information needed to further the investigation or complete the task</p> <p>Consider all positions on a topic or issue and respond thoughtfully</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>	
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### English Language Arts

<b>CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 9-10</b>	<b>Standard #: 2</b>
<b>Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and integrate information from multiple sources presented in diverse media (e.g. <ul style="list-style-type: none"> <li>• visually</li> <li>• quantitatively</li> <li>• orally)</li> </ul>	Evaluate credibility of integrated sources of information presented: <ul style="list-style-type: none"> <li>• visually</li> <li>• quantitatively</li> <li>• orally</li> </ul> Evaluate accuracy of integrated sources of information presented: <ul style="list-style-type: none"> <li>• visually</li> <li>• quantitatively</li> <li>• orally</li> </ul>		

	<p>Integrate multiple sources of information presented</p> <ul style="list-style-type: none"><li>• visually</li><li>• quantitatively</li><li>• orally</li></ul> <p>Determine discrepancies among the data to make informed decisions and to solve problems</p>		
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### English Language Arts

<b>CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 11-12</b>	<b>Standard #: 3</b>
<b>Standard: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify a speaker’s: <ul style="list-style-type: none"> <li>• use of rhetoric</li> <li>• point of view</li> <li>• reasoning</li> <li>• use of evidence</li> <li>• stance</li> <li>• tone</li> <li>• choice of words</li> <li>• points of emphasis</li> <li>• links among ideas</li> <li>• premises</li> </ul>	Evaluate a speaker’s point of view by assessing: <ul style="list-style-type: none"> <li>• stance</li> <li>• premises</li> <li>• links among ideas</li> <li>• word choice</li> <li>• points of emphasis</li> <li>• tone</li> </ul> Evaluate a speaker’s reasoning by assessing: <ul style="list-style-type: none"> <li>• stance</li> <li>• premises</li> <li>• links among ideas</li> <li>• word choice</li> <li>• points of emphasis</li> <li>• tone</li> </ul>		

	<p>Evaluate a speaker's use of evidence and rhetoric by assessing:</p> <ul style="list-style-type: none"><li>• stance</li><li>• premises</li><li>• links among ideas</li><li>• word choice</li><li>• points of emphasis</li><li>• tone</li></ul>		
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### English Language Arts

<b>CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Knowledge of Language</b>	<b>Grade:11-12</b>	<b>Standard #: 4</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify:</p> <ul style="list-style-type: none"> <li>• information/findings</li> <li>• clear, distinct perspective</li> </ul> <p>Recognize that presentation of information is determined by analysis of purpose, audience, and task</p> <p>Recognize that issues generate alternative and opposing perspectives</p>	<p>Determine:</p> <ul style="list-style-type: none"> <li>• supporting evidence</li> <li>• logical organization</li> <li>• alternative or opposing viewpoints</li> </ul> <p>and appropriate:</p> <ul style="list-style-type: none"> <li>• development</li> <li>• substance</li> <li>• style</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• range of formal and informal tasks</li> </ul>	<p>Present:</p> <ul style="list-style-type: none"> <li>• information</li> <li>• findings</li> <li>• supporting evidence</li> </ul> <p>conveying a clear and distinct perspective so that listeners can follow the line of reasoning</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• alternative perspectives</li> <li>• opposing perspectives</li> </ul>	

		Utilize appropriate: <ul style="list-style-type: none"><li>• organization</li><li>• development</li><li>• substance</li><li>• style</li></ul> for: <ul style="list-style-type: none"><li>• purpose</li><li>• audience</li><li>• a range of formal and informal tasks</li></ul>	
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### English Language Arts

<b>CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of knowledge and ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 5</b>
<b>Standard: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize strategic digital media	<p>Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest</p>	<p>Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> <li>• enhance understanding</li> <li>• add interest</li> </ul>	

### English Language Arts

<b>CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 11-12</b>	<b>Standard #: 6</b>
<b>Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe audience, situation, and purpose	Evaluate audience needs (including perceptions and misconceptions)	Adapt speech to a given context or task when speaking	
Identify qualities of formal and informal speech	Distinguish between formal and informal speech	Demonstrate correct language usage for spoken English	
Describe formal and informal settings  (The underpinning knowledge targets are found in Language Standards 1 and 3)	Analyze the situation to determine if it requires formal or informal language	Adjust from formal to informal language as appropriate.	

### English Language Arts

<b>CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 11-12</b>	<b>Standard #: 1</b>
<b>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b> <b>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that usage is a matter of convention, can change over time, and is sometimes contested  Identify issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i> ) as needed	Demonstrate command of the conventions of standard English grammar and usage when writing:  Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested  Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i> ) as needed	Demonstrate command of the conventions of standard English grammar and usage when speaking	

**English Language Arts**

<b>CCR: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of standard English</b>	<b>Grade: 11-12</b>	<b>Standard #: 2</b>
<b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>a. Observe hyphenation conventions.</b> <b>b. Spell correctly.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Apply correct capitalization, punctuation, and spelling when writing  Know punctuation rules for hyphen usage  Use hyphens in phrases and clauses  Recall and apply spelling rules  Identify and correct misspelled words			

**English Language Arts**

<b>CCR: 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.</b>			
<b>Strand: Language</b>	<b>Cluster: Knowledge of Language</b>	<b>Grade: 11-12</b>	<b>Standard #: 3</b>
<b>Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>			
<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>			
<p>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</p>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
<p>Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> <li>• style</li> <li>• syntax</li> </ul>	<p>Apply knowledge of language to:</p> <ul style="list-style-type: none"> <li>• determine how language functions in different contexts</li> <li>• to make effective choices for meaning or style</li> <li>• to comprehend more fully when reading or listening</li> </ul> <p>Vary syntax for effect when writing, consulting references when needed</p> <p>Apply knowledge of syntax to the study of complex texts when reading</p>		

**English Language Arts**

<b>CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 11-12</b>	<b>Standard #: 4</b>
<p><b>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <ul style="list-style-type: none"> <li><b>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.</b></li> <li><b>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</b></li> <li><b>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.</b></li> <li><b>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).</b></li> </ul>			
<p><b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b></p>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)	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 multiple meaning or unknown word or phrase		

<p>Identify words and phrases that have multiple meanings</p> <p>Recognize patterns of word changes that indicate meaning or part of speech (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Consult specialized and general print and digital reference materials to find:</p> <ul style="list-style-type: none"> <li>• word pronunciation</li> <li>• meaning</li> <li>• part of speech</li> <li>• etymology</li> <li>• standard usage</li> </ul>	<p>Use patterns of word changes to determine meaning (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase</p>		
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### English Language Arts

<b>CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 11-12</b>	<b>Standard #: 5</b>
<b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in text.</b> <b>b. Analyze nuances in the meaning of words with similar denotations.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define figures of speech (e.g. hyperbole, paradox)	Interpret figures of speech (e.g. hyperbole, paradox)		
Recognize figures of speech within the text	Analyze the role of figurative language within the text		
Identify words with similar denotations	Determine how figurative language impacts a text's purpose		
Recognize nuances in the meaning of words with similar meanings	Analyze nuances in the meanings of words with similar denotations		



### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 11-12</b>	<b>Standard #: 6</b>
<b>Standard: Acquire and use accurately general academic and domain -specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify academic and domain-specific words and phrases sufficient for: <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking and listening</li> </ul> Recognize and gather words and phrases important to comprehension or expression  Identify appropriate resources to aid in gathering vocabulary knowledge	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking and listening</li> </ul> Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge	Use general academic and domain-specific words and phrases at the college and career readiness level, sufficient for: <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking and listening</li> </ul> Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge	

		Demonstrate independence in gathering vocabulary knowledge by: <ul style="list-style-type: none"><li>• contextual clues</li><li>• references/resource</li></ul>	
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