

Shaping, Developing, and Supporting Meaning by Understanding Ourselves (Unit 1)

Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2)

Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3)

Analyzing and Using Varied Crafts and Structures (Unit 4)

Extending Ideas and Presenting Meaning (Unit 5)

Connecting and Integrating Knowledge and Ideas (Unit 6)

Connecticut Curriculum Design

Unit 1

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Ourselves (Unit 1)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p> <p>By the end of grade 12 , read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p> <p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>

Priority and Supporting CCSS

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. (11-12.R.L.2)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels / DOK
11-12.R.L.2	two or more themes or central ideas	Determine	2 Understand/DOK 1
11-12.R.L.2	development of themes or central ideas over the course of the text, including how they interact and build on one another to produce a complex account	Analyze	4 Analyze/DOK 4
11-12.R.L.2	an objective summary of the text	Provide	2 Understand/DOK 2
11-12.W.3	narratives to develop real or imagined experiences or events using: <ul style="list-style-type: none"> • effective technique • well chosen details • well-structured event sequences 	Write	6 Create/DOK 2
11-12.W.3c	a variety of techniques to sequence events 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)	Use	4 Analyze/DOK 2
11-12.W.3d	precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Use	3 Apply/DOK 2
11-12.S.L.1	a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11 – 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Initiate	6 Create/DOK 1
11-12.S.L.1	a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11 – 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Participate	6 Create/DOK 2
11-12.S.L.1c	conversations by posing and responding to questions that probe reasoning and evidence	Propel	5 Evaluate/DOK 3

11-12.S.L.1c	a hearing for a full range of positions on a topic or issue	Ensure	6 Create/DOK 2
11-12.S.L.1c	ideas and conclusions	Clarify, Verify, or Challenge	5 Evaluate/DOK 3
11-12.S.L.1c	divergent and creative perspectives	Promote	6 Create/DOK 4

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How does an author develop a theme in either fiction or non-fiction prose? 2. How can discussion among peers deepen and enrich understanding? 3. Why is it important to order events? 	<ol style="list-style-type: none"> 1. Understanding can be influenced by the author’s use of many techniques, such as language use, text features, and literary devices. 2. Thoughtful and researched discourse extends meaning. 3. Sequence events so they build on one another and lead toward a particular outcome.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit 2**

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p> <p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p> <p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>

Priority and Supporting CCSS
<i>Priority Standards</i>
<p>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. (11-12.R.I.6)</p> <p>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. (11-12.W.2)</p>

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Supporting Standards

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. (11-12.R.L.1)

Determine two or more theme 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. (11-12.R.L.2)

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. (11-12.R.I.1)

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. (11-12.R.I.3)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.W.2b)

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). (11-12.W.2f)

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.) (11-12.W.4)

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. (11-12.W.10)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.) (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)
Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings of parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels/ Webb's Depth of Knowledge
11-12.R.I.6	author's point of view or purpose in a text in which the rhetoric is particularly effective	Determine	4 Analyze/DOK 2
11-12.R.I.6	how style and content contribute to the power of persuasiveness, or beauty of the text	Analyze	4 Analyze/DOK 2
11-12.W.2	informative/Explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	Write	6 Create/DOK 3
11-12.W.2c	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	Use	3 Apply/DOK 3
11-12.W.2d	precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	Use	3 Apply/DOK 2
11-12.W.2e	a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establish and Maintain	3 Apply/DOK 3
11-12.S.L.1	a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues	Initiate	6 Create/DOK 1

11-12.S.L.1	a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Participate	6 Create/DOK 2
11-12.S.L.1d	thoughtfully to diverse perspectives	Respond	5 Evaluate/DOK 3
11-12.S.L.1d	comments, claims, and evidence made on all sides of an issue	Synthesize	5 Evaluate/DOK 4
11-12.S.L.1d	contradictions when possible	Resolve	5 Evaluate/DOK 4
11-12.S.L.1d	when additional information or research is required to deepen the investigation or complete the task	Determine	5 Evaluate/DOK 4

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do authors use language to convey ideas, thoughts, feelings, and images? 2. How does an author's point of view influence me as the reader? 3. Why is thoughtful organization and effective word choice essential in writing informative/explanatory text? 	<ol style="list-style-type: none"> 1. Authors carefully utilize ideas, information and language to express their perspectives effectively. 2. Authors use rhetorical language, style and content in their points of view to influence readers. 3. Informative and explanatory texts help readers examine and convey ideas through thoughtful organization and word choice.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design

Unit 3

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p>
<p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p>
<p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p>
<p>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. (11-12.L.6)</p>

Priority and Supporting CCSS

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. (11-12.R.I.2)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

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. (11-12.W.1b)

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. (11-12.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.1d)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels/ Webb's Depth of Knowledge
11-12.R.I.2	central ideas of a text	Determine	2 Understand/DOK 1
11-12.R.I.2	development over the course of the text, including how central ideas of a text interact and build on one another	Analyze	4 Analyze/DOK 3
11-12.R.I.2	an objective summary of the text	Provide	2 Understand/DOK 2
11-12.W.1	arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Write	6 Create/DOK 3
11-12.W.1b	claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for claims or counterclaims while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases	Develop	6 Create/DOK 3
11-12.W.1c	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	Use	3 Apply/DOK 3
11-12.W.1d	a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establish and Maintain	6 Create/DOK 2
11-12.S.L.1	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	Initiate and Participate	6 Create/DOK 2
11-12.S.L.1b	promote civil, democratic discussions and decision-making	Work with Peers	3 Apply/DOK 1
11-12.S.L.1b	clear goals and deadlines	Set	3 Apply/DOK 1

11-12.S.L.1b	individual roles as needed	establish	3 Apply/DOK 1
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can a reader evaluate a writer’s argument or persuasive writing? 2. Why are the elements of style and tone important to writing in certain disciplines? 3. How can peer discussions help in decision making? 	<ol style="list-style-type: none"> 1. Information to gain or expand knowledge can be acquired through a variety of sources. 2. A formal style and objective tone add clarity and effectiveness. 3. Working with peers helps promote civil, democratic discussions.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design

Unit 4

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Analyzing and Using Varied Crafts and Structures (Unit 4)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	35 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p>
<p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p>
<p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p>
<p>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. (11-12.L.6)</p>

Priority and Supporting CCSS

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.) (11-12.R.L.4)

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. (11-12.R.L.5)
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. (11-12.S.L.3)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (11-12.L.4)

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. (11-12.L.4a)

Consult general and specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11-12.L.4c)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels/ Webb's Depth of Knowledge
11-12.R.L.4	meaning of words and phrases as they are used in the text, including figurative and connotative meanings	Determine	2 Understand/DOK 1
11-12.R.L.4	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.)	Analyze	4 Analyze/DOK 3
11-12.S.L.3	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	Analyze	4 Analyze/DOK 3
11-12.S.L.3	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	Evaluate	5 Evaluate/DOK 3
11-12.L.3	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	Apply	3 Apply/DOK 3
11-12.L.3a	syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed	Vary	3 Apply/DOK 1
11-12.L.3a	an understanding of syntax to the study of complex texts when reading	Apply	3 Apply/DOK 2
11-12.L.4	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	Determine or Clarify	2 Understand/DOK 1

11-12.L.4a	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	Use	3 Apply/DOK 2
11-12.L.4c	general and specialized reference material (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	Consult	1 Remember/DOK 1
11-12.L.5	understanding of figurative language, word relationships, and nuances in word meanings	Demonstrate	2 Understand/DOK 2
11-12.L.5b	nuances in the meaning of words with similar denotations	Analyze	4 Analyze/DOK 2

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How does word choice and organization impact meaning? How does the form and function of language impact context? What do reference materials add to our literacy skills? 	<ol style="list-style-type: none"> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Reading and writing comprehension builds on understanding how language functions in different contexts. General and specialized reference materials clarify word meanings, parts of speech, etymology, and more.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit 5**

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Extending Ideas and Presenting Meaning (Unit 5)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	35 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p> <p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p> <p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>
Priority and Supporting CCSS
<p>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.) (11-12.R.L.7)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>

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. (11-12.W.7)

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. (11-12.W.8)

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. (11-12.S.L.4)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (11-12.L.1b)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels/ Webb's Depth of Knowledge
11-12.R.L.7	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.)	Analyze	4 Analyze/DOK 4
11-12.W.7	short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem	Conduct	4 Analyze/DOK 3
11-12.W.7	the inquiry when appropriate	Narrow or Broaden	5 Evaluate/DOK 3
11-12.W.7	multiple sources on the subject	Synthesize	4 Analyze/DOK 4
11-12.W.7	understanding of the subject under investigation	Demonstrate	2 Understand/DOK 4
11-12.W.8	relevant information from multiple authoritative print and digital sources using advanced searches effectively	Gather	4 Analyze/DOK 4
11-12.W.8	the strengths and limitations of each source in terms of the task, purpose, and audience	Assess	4 Analyze/DOK 4
11-12.W.8	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	Integrate	5 Evaluate/DOK 4
11-12.S.L.4	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	Present	6 Create/DOK 4
11-12.L.1	command of the conventions of standard English grammar and usage when writing or speaking	Demonstrate	3 Apply/DOK 3

11-12.L.1b	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	Resolve	2 Understand/DOK 1
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can we deepen understanding through academic inquiry? 2. How does writing enhance and support meaning? 3. Why should we evaluate and analyze multiple text interpretations? 	<ol style="list-style-type: none"> 1. Academic inquiry fosters understanding across disciplines. 2. Writing is a means of documenting thinking. 3. Analyzing the interpretation of a story, work of drama or poem helps readers evaluate how each version interprets the source text.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit 6**

Subject(s)	English Language Arts
Grade/Course	Grade 12
Unit of Study	Connecting and Integrating Knowledge and Ideas (Unit 6)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	35 instructional days (including 5 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 12, 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. (11-12.R.L.10)</p>
<p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.R.I.10)</p>
<p>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p>
<p>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. (11-12.L.6)</p>

Priority and Supporting CCSS

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. (11-12.R.I.7)

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. (11-12.S.L.2)

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels/ Webb's Depth of Knowledge
11-12.R.I.7	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	Integrate and Evaluate	5 Evaluate/DOK 3
11-12.S.L.2	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	Integrate	5 Evaluate/DOK 4

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can material be presented that adequately and appropriately informs an audience? 2. How can use multiple sources to help evaluate information? 3. Why should we integrate multiple information sources? 	<ol style="list-style-type: none"> 1. Material presented in diverse formats and media, as well as visually, quantitatively or orally, can help inform an audience. 2. Evaluating and integrating information helps address a question or solve a problem in literacy. 3. Accuracy and diversity of a topic’s background is enhanced by integrating and evaluating various sources.

Standardized Assessment Correlations (State, College and Career)
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