



Course Title: **11-12 English Curriculum and Scales**

Description:

**Experiences in Literature and Writing I**

Experiences in Literature and Writing 1 provides students with a variety of reading and writing using fiction. Readings and writings may include: writing reflections, narrative writing, real world writing, journaling, analyzing literature, short stories, etc.

**Life Long Learner I**

The Life Long Learner I course provides students a study of a wide selection of fictional reading with an additional focus on visual literacy (Readings may include painting, photographs, and graphic novels.) Students also learn forms of writing in the working world (Writings may include blogging and journaling).

**COMPREHENSION**

<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b><u>Engages in Complex Texts</u></b>	<ul style="list-style-type: none"><li>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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</li></ul> <p>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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to</p>	<b>Students will engage in a variety of complex texts that support their growth as a reader.</b>



	<p>support comprehension. <b>(RL.11-12.10) (DOK 1,2)</b></p> <ul style="list-style-type: none"> <li>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</li> </ul> <p>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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RI.11-12.10) (DOK 1,2)</b></p>	
<a href="#"><u>Analysis of Literature</u></a>	<ul style="list-style-type: none"> <li>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>(RL.11-12.1) (DOK 1,2,3)</b></li> <li>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. <b>(RL.11-12.2) (DOK 2,3,4)</b></li> <li>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>(RL.11-12.3) (DOK 2,3,4)</b></li> <li>Determine the meaning of words and phrases as they are</li> </ul>	<b>Students will analyze themes or central ideas through an author's literary choices in literature.</b>



	<p>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. <b>(RL.11-12.4) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"><li>• 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>(RL.11-12.5) (DOK 3,4)</b></li><li>• Analyze a case in which grasping point of view (perspective)* requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>(RL.11-12.6) (DOK 3,4)</b></li><li>• 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>(RL.11-12.7) (DOK 3,4)</b></li><li>• 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>(RL.11-12.9) (DOK 3,4)</b></li></ul>	
<b>WRITING</b>		
<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>



<a href="#"><u>Narrative Writing</u></a>	<ul style="list-style-type: none"><li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>(W.11-12.3) (DOK 3,4)</b><ul style="list-style-type: none"><li>○ 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. <b>(W.11-12.3a )</b></li><li>○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>(W.11-12.3b)</b></li><li>○ 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). <b>(W.11-12.3c)</b></li><li>○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <b>(W.11-12.3d )</b></li><li>○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <b>(W.11-12.3e )</b></li></ul></li></ul>	<b>Students will engage in narrative writing based on real or imagined events.</b>
<a href="#"><u>Informative/Explanatory Writing</u></a>	<ul style="list-style-type: none"><li>• 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>(W.11-12.2) (DOK 3,4)</b></li></ul>	<b>Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately.</b>



	<ul style="list-style-type: none"><li>○ 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>(W.11-12.2a)</b></li><li>○ 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>(W.11-12.2b)</b></li><li>○ 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>(W.11-12.2c)</b></li><li>○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>(W.11-12.2d)</b></li><li>○ 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>(W.11-12.2e)</b></li><li>○ 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>(W.11-12.2f)</b></li><li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9)</b> <b>(DOK 2,3,4)</b><ul style="list-style-type: none"><li>○ Apply grades 11–12 Reading standards to</li></ul></li></ul>	
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	<p>literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). <b>(W.11-12.9a)</b></p> <ul style="list-style-type: none"> <li>○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). <b>(W.11-12.9b)</b></li> </ul>	
<u><b>Writing Process</b></u>	<ul style="list-style-type: none"> <li>● 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>(W.11-12.4) (DOK 3,4)</b></li> <li>● 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.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>● 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>(W.11.12.6) (DOK 1,2)</b></li> <li>● Write routinely over extended time frames (time for</li> </ul>	<p><b>Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.</b></p>



	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>(W. 11-12.10) (DOK 1,2,3,4)</b>	
<b>Language</b>		
<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b><u>Language</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(L.11-12.1) (DOK 1,2)</b></li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(L.11-12.2) (DOK 1)</b></li> <li>• 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>(L.11-12.3) (DOK 1,2,3)</b></li> <li>• 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>(L.11-12.4) (DOK 1,2)</b></li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>(L.11-12.5) (DOK 2,3)</b></li> <li>• Acquire and use accurately a range of 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</li> </ul>	<b>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</b>



	word or phrase important to comprehension or expression. (L.11-12.6) (DOK 1,2)	
<b>Speaking and Listening</b>		
<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b><u>Speaking and Listening</u></b>	<ul style="list-style-type: none"> <li>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. (SL.11-12.1) (DOK 1,2,3)               <ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (SL.11-12.1a)</li> <li>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (SL.11-12.1b)</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1c)</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what</li> </ul> </li> </ul>	<b>Students will engage in speaking and listening in a variety of formal and informal contexts.</b>





	<p>additional information or research is required to deepen the investigation or complete the task. <b>(SL.11-12.1d)</b></p> <ul style="list-style-type: none"><li>• 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>(SL.11-12.2) (DOK 3,4)</b></li><li>• 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>(SL.11-12.4) (DOK 1,2,3)</b></li><li>• 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>(SL.11-12.5) (DOK 1,2,3)</b></li><li>• 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.) <b>(SL.11-12.6) (DOK 1,2)</b></li></ul>	
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<b>Engages in Complex Text</b> <b>RL.11-12.10, RI.11-12.10</b>		<b>Sample Tasks</b>
<b>Students will engage in a variety of complex texts that support their growth as a reader.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	Reading logs  Observations of self-selected texts  Variety of text types within genres
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>By the end of <b>grade 11</b>, 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</p> <p>By the end of <b>grade 12</b>, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RL.11-12.10) (DOK 1,2)</b></p> <ul style="list-style-type: none"> <li>• Explores a variety of literary genres and/or text types</li> <li>• Self-selects appropriate texts</li> </ul> <p>By the end of <b>grade 11</b>, read and comprehend literary nonfiction in the grades 11–CCR</p>	



	<p>text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</p> <p>By the end of <b>grade 12</b>, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RI.11-12.10) (DOK 1,2)</b></p>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> <b>Foundational skills and knowledge</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Strong focus on fluency and accuracy while reading</li> <li>• Additional supports and scaffolds needed for comprehension of complex text</li> <li>• Reader selects from a narrow genre selection</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



<b>Analysis of Literature</b>		<b>Sample Tasks</b>
<b>RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7</b>		
<b>Students will analyze themes or central ideas through an author's literary choices in literature.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>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. <b>(RL.11-12.2) (DOK 2,3,4)</b></p> <ul style="list-style-type: none"><li>○ Analyze the development of two or more themes or central ideas over the course of a text</li><li>○ Analyze how themes interact and build on one another to produce a complex account</li></ul> <p>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>(RL.11-12.1) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"><li>● Analyze where the text leaves matter uncertain</li><li>● Make multiple inferences to draw a conclusion</li></ul>	



	<ul style="list-style-type: none"> <li>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>(RL.11-12.3) (DOK 2,3,4)</b> <ul style="list-style-type: none"> <li>Analyze specific examples of an author's choices</li> <li>Explain the effect of elements of a story</li> <li>Develop reasons why an author would make these choices</li> </ul> </li> <li>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>(RL.11-12.5) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>Prove why an author has made specific stylistic choices</li> <li>Prove how stylistic choices affect the overall meaning of the text</li> <li>Explain aesthetic choices made by the author</li> </ul> </li> <li>Analyze a case in which grasping point of view (perspective)* requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>(RL.11-12.6) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>Analyze the point of view/perspective of a text</li> <li>Analyze the difference between what is inferred within a text and what is implied</li> </ul> </li> <li>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>(RL.11-12.7) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>Analyze different strategies used in the varying mediums to capture the same story</li> <li>Evaluate the impact that the different interpretations have compared to the original source text</li> <li>Identify the same story presented in various mediums.</li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b>	<b>Considerations for approaching grade level standard(s):</b> <ul style="list-style-type: none"> <li>Identify themes or central ideas <b>(RL.11-12.2)</b></li> <li>Objectively summarize <b>(RL.11-12.2)</b></li> <li>Identify author choices <b>(RL.11-12.3)</b></li> </ul>	



<b>Foundational skills and knowledge</b>	<ul style="list-style-type: none"> <li>● Identify the elements of a story or drama (RL.11-12.3)</li> <li>● Recognize structure of a text (RL.11-12.5)</li> <li>● Identify aesthetic components of a text (RL.11-12.5)</li> <li>● Describe how individual pieces of a text can create a whole (RL.11-12.5)</li> <li>● 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. (RL.11-12.4) (DOK 1,2,3) <ul style="list-style-type: none"> <li>○ Analyze figurative and connotative meanings in language</li> <li>○ Analyze the impact of word choice, multiple meanings and tones</li> <li>○ Identify figurative, connotative meaning in a text (RL.11-12.4)</li> </ul> </li> <li>● Identify Points of View(RL.11-12.6)</li> <li>● Define implied meaning(RL.11-12.6)</li> <li>● Define associated vocabulary (e.g., satire, sarcasm)(RL.11-12.6)</li> <li>● Identify different ways in which the same story is told(RL.11-12.7)</li> <li>● 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. (RL.11-12.9) (DOK 3,4) <ul style="list-style-type: none"> <li>○ Compare and contrast similar topics in two more historical texts</li> <li>○ Compare and contrast similar themes in two more historical texts</li> <li>○ Identify the same topic in two more historical texts</li> <li>○ Identify similar themes in two more historical texts</li> </ul> </li> <li>● Summarize text ( RL.11-12.1) (DOK 1,2,3)</li> <li>● Cite from a text ( RL.11-12.1) (DOK 1,2,3)</li> <li>● Recognize textual evidence (RL.11-12.1)(DOK 1,2,3)</li> <li>● Draw inferences ( RL.11-12.1) (DOK 1,2,3)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	



<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	
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<b>Narrative Writing</b> <b>W.11-12.3</b>		<b>Sample Tasks</b>
<b>Students will engage in narrative writing based on real or imagined events.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	



<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>(W.11-12.3 ) (DOK 3,4)</b></p> <ul style="list-style-type: none"><li>○ 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. <b>(W.11-12.3a )</b><ul style="list-style-type: none"><li>■ Engage the audience by developing a complex exposition that establishes character, conflict, and tone.</li><li>■ establish a point of view</li></ul></li><li>○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>(W.11-12.3b )</b><ul style="list-style-type: none"><li>■ Use narrative techniques in writing to develop experiences, events, and/or characters</li></ul></li><li>○ 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). <b>(W.11-12.3c )</b><ul style="list-style-type: none"><li>■ write using an appropriate purpose for the task</li><li>■ write using a specific mood or tone</li></ul></li><li>○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <b>(W.11-12.3e)</b></li></ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> <b>Foundational skills and knowledge</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"><li>● follow a logical sequence of events <b>(W.11-12.3a)</b></li><li>● develop conflict. <b>(W.11-12.3a)</b></li><li>● introduce characters or the narrator</li><li>● understand point of view <b>(W.11-12.3a)</b></li></ul>	





	<ul style="list-style-type: none"> <li>• identify a sequence of events (W.11-12.3a)</li> <li>• understand conflict (W.11-12.3a)</li> <li>• understand character development (W.11-12.3a)</li> <li>• Use narrative techniques in writing (W.11-12.3b)</li> <li>• understand descriptive language (W.11-12.3d)</li> <li>• understand the purpose (W.11-12.3c)</li> <li>• understand mood (W.11-12.3c)</li> <li>• understand tone (W.11-12.3c)</li> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.(W.11-12.3d)               <ul style="list-style-type: none"> <li>◦ write using description language (W.11-12.3d)</li> </ul> </li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Informative/Explanatory Writing</b> <b>W.11-12.2, W.11-12.9</b>		<b>Sample Tasks</b>
<b>Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	



<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></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. <b>(W.11-12.2) (DOK 3,4)</b></p> <ul style="list-style-type: none"><li>• 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>(W.11-12.2a)</b><ul style="list-style-type: none"><li>◦ Organize my paper in a way that my ideas build on each other to create a cohesive essay.</li></ul></li><li>• 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>(W.11-12.2b)</b><ul style="list-style-type: none"><li>◦ Consider my audience when writing and fully develop a topic.</li></ul></li><li>• 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>(W.11-12.2c)</b><ul style="list-style-type: none"><li>◦ Use transitional phrases and sentences both within a topic paragraph and to connect paragraphs.</li><li>◦ Vary my syntax in creating an argument.</li><li>◦ Write claims that create a clear, cohesive argument.</li></ul></li><li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>(W.11-12.2d)</b><ul style="list-style-type: none"><li>◦ Appropriate language to manage the complexity of the topic.</li><li>◦ Use topic specific language.</li><li>◦ Use figurative language.</li></ul></li></ul> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b></p> <ul style="list-style-type: none"><li>• Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate</li></ul>	



	<p>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"). (W.11-12.9a)</p> <ul style="list-style-type: none"> <li>• Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). (W.11-12.9b) <ul style="list-style-type: none"> <li>○ Support analysis with inferences and evidence paraphrased from the text with appropriate credit given to the source. I can support analysis with inferences and evidence cited directly from the text.</li> <li>○ Search and find quality information and research to support the purpose.</li> <li>○ Determine relevancy of evidence to support analysis, reflection, and or research.</li> <li>○ Distinguish between relevant and irrelevant evidence in a text.</li> <li>○ Identify relevant evidence that supports purpose</li> <li>○ Describe what a text says explicitly</li> <li>○ Draw logical inferences from a text.</li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Use multimedia when appropriate. (W.11-12.2a)</li> <li>● Recall or define what an explanatory text is. (W.11-12.2a)</li> <li>● Identify the appropriateness of a topic. (W.11-12.2a)</li> <li>● Format a paper using MLA formatting. (W.11-12.2a)</li> <li>● Introduce a topic effectively. (W.11-12.2a)</li> <li>● Identify relevant and reliable information that supports a topic.(W.11-12.2b)</li> <li>● Identify who an audience for a text might be. (W.11-12.2b)</li> <li>● Select the most relevant facts pertinent to the audience for which I am developing a topic. (W.11-12.2b)</li> <li>● Know what a phrase and clause are.(W.11-12.2c)</li> <li>● Use transitions to develop cohesion. (W.11-12.2c)</li> <li>● (W.11-12.2e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <ul style="list-style-type: none"> <li>○ Use a formal style of writing and objective tone when appropriate.</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ Use a formal style of writing.</li> <li>○ Use an objective tone.</li> <li>● <b>(W.11-12.2f)</b> 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).             <ul style="list-style-type: none"> <li>○ Write a conclusion that supports the presented information.</li> <li>○ Write a conclusion.</li> </ul> </li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Writing Process</b> W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10	<b>Sample Tasks</b>
<p><b>Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.</b></p>	



<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>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>(W.11-12.4) (DOK 3,4)</b></p> <ul style="list-style-type: none"> <li>• Develop a plan for writing, focusing on what is most significant for a specific purpose and audience.</li> <li>• Create an organizational structure that logically sequences claims and helps accomplish the purpose.</li> <li>• Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience.</li> <li>• Create multiple drafts examining rough drafts and considering the ways to revise the addition and subtraction of materials.</li> <li>• Apply stylistic conventions and expectation of the task or genre.</li> </ul> <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 and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></p> <ul style="list-style-type: none"> <li>• Develop and strengthen my writing as needed by using the writing process and considering my audience and purpose.</li> <li>• Revise my writing utilizing conventions appropriate to the task.</li> <li>• Try a new style or approach with my writing.</li> </ul> <p>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</p>



	audiences. (W. 11-12.10) (DOK 1,2,3,4)	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.4) (DOK 3,4)</li> <li>• Produce writing that attends to the requirements of a specific task. (W.11-12.4) (DOK 3,4)</li> <li>• Produce writing for a specific purpose. (W.11-12.4) (DOK 3,4)</li> <li>• Produce writing with a specific audience in mind. (W.11-12.4) (DOK 3,4)</li> <li>• Produce writing with consistent style; informal or formal. (W.11-12.4) (DOK 3,4)</li> <li>• Develop writing using a graphic organizer. (W.11-12.4) (DOK 3,4)</li> <li>• Revise my writing while focusing on the audience. (W.11-12.5) (DOK 1,2,3,4)</li> <li>• Understand the writing process. (W.11-12.5) (DOK 1,2,3,4)</li> <li>• Understand how style or approach affect writing. (W.11-12.5) (DOK 1,2,3,4)</li> <li>• Identify audience. (W.11-12.5) (DOK 1,2,3,4)</li> <li>• Identify purpose. (W.11-12.5) (DOK 1,2,3,4)</li> <li>• Write short and/or longer papers for a range of topics, genres, and tasks. (W. 11-12.10) (DOK 1,2,3,4)</li> <li>• Identify a writing routine. (W. 11-12.10) (DOK 1,2,3,4)</li> <li>• Write over a single topic. (W. 11-12.10) (DOK 1,2,3,4)</li> <li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11.12.6) (DOK 1,2) <ul style="list-style-type: none"> <li>○ Produce, publish and share writings using technology.</li> <li>○ Provide feedback regarding arguments and/or information in writing.</li> <li>○ Produce writing via technology.</li> </ul> </li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	



<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Language</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6		<b>Sample Tasks</b>
<b>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<b>Considerations for meeting grade level standard(s):</b>  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>(L.11-12.3) (DOK 1,2,3)</b> <ul style="list-style-type: none"> <li>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</li> </ul>	



	<p>texts when reading.(L.11-12.3a)</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (DOK 1,2) <ul style="list-style-type: none"> <li>○ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.(L.11-12.1a)</li> <li>○ 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.(L.11.12.1b )</li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> <b>Foundational skills and knowledge</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2) (DOK 1) <ul style="list-style-type: none"> <li>○ Observe hyphenation conventions.(L.11-12.2a)</li> <li>○ Spell correctly.(L.11-12.2b)</li> </ul> </li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) (DOK 2,3)</li> <li>• 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. (L.11-12.4) (DOK 1,2)</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (DOK 1,2)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	





<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	
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<b>Speaking and Listening</b> SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6	<b>Sample Tasks</b>
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**Students will engage in speaking and listening in a variety of formal and informal contexts.**

<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>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>(SL.11-12.4) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"> <li>• Synthesize information, findings, and supporting evidence to convey clear and distinct perspectives in a presentation.</li> <li>• address a topic with appropriate formality.</li> <li>• Present research with a clear and distinct perspective.</li> </ul> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in</p>	



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. **(SL.11-12.1)**

**(DOK 1,2,3)**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **(SL.11-12.1a)**
  - Come to discussions prepared
  - Use evidence from the text to encourage ideas
  - Draw conclusions based on my research
- Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. **(SL.11-12.1b)**
  - Respond thoughtfully to diverse perspectives
  - Work with other students to discuss and make a decision
  - Work together while being responsible for my individual goal
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **(SL.11-12.1c)**
  - Move conversations forward by asking and answering questions that explore the evidence and reasons
  - Provide a safe environment for communication
  - Respectfully challenge ideas and judgements
  - Understand different perspectives
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **(SL.11-12.1d)**
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **(SL.11-12.5) (DOK 1,2,3)**
  - Use digital media strategically to enhance my presentation.
  - 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



	<p>each source and noting any discrepancies among the data. (SL.11-12.2) (DOK 3,4)</p> <ul style="list-style-type: none"> <li>■ Integrate multiple sources of information presented in diverse media and/or formats to make informed decisions and solve problems</li> <li>■ Evaluate the credibility and accuracy of each source</li> <li>■ Note any discrepancies among the data</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Understand the relevance of my research to my audience. (SL.11-12.4)</li> <li>● Use digital media to enhance my presentation. (SL.11-12.5) (DOK 1,2,3)</li> <li>● Use digital media to present. (SL.11-12.5) (DOK 1,2,3)</li> <li>● 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.) (SL.11-12.6) (DOK 1,2) <ul style="list-style-type: none"> <li>○ Adapt my speech to a variety of contexts and tasks appropriate.</li> <li>○ Purposely adapt my language to the style and purpose of the task.</li> <li>○ Adapt my language to the style and purpose of the task.</li> <li>○ Set goals and deadlines (SL.11-12.1b)</li> <li>○ Determine individual group roles (SL.11-12.1b)</li> </ul> </li> <li>● Draw upon different strategies to initiate a discussion. (SL.11-12.1a)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	



<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	