Units of Credit: One Year Each (Required)

Prerequisite: English 2 for English 3
English 3 for English 4

Course Overviews:
MCPS English Language Arts teaching and learning in eleventh and twelfth grades are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout. The grades 11/12 standards include mastery-level student learning targets; individual classroom teachers will determine the grade appropriate scaffolding targets necessary to achieve the expected mastery by the end of the senior year.

Grade 11 is primarily a study of American literature from the colonial period to the 21st Century. Works from a variety of genres, including seminal U.S. historical and political documents, writings, and speeches, will focus on two overarching themes: the American Dream and Social Justice. Through the incorporation of textual evidence to support their analysis, students evaluate multiple interpretations of the same or similar subject, author’s bias and perspective, and how choices regarding language and literary elements impact the overall effect of a text. Guiding questions drive student interest, connect themes to relevant issues, and allow for more student-directed learning. In addition to whole class, shared studies, students read independent works related to the common themes.

Students in grade 12 continue to read, discuss, and study classical, contemporary, and informational pieces in world and American literature, including U. S. seminal historical documents, writings, and speeches. Works, which are largely informational texts, focus on two overarching themes: Self and Society and Transitions. Students will analyze and evaluate, among other points, the historical and culture circumstances behind a text, the literary and language choices made by an author, and the moral and philosophical questions presented. Guiding questions drive student interest, connect themes to relevant issues, and allow for more student-directed learning. In addition to whole class, shared studies, students read independent works related to the common themes. Students write argumentative, informative/explanatory, and narrative pieces of varying lengths with the vast majority of assignments based in the first two types. Students build upon their writing skill from previous years, by integrating multiple sources into their work, reading literary
criticism, and writing longer and more complex essays. They follow the writing process and deal with significant topics that require research, evaluation, synthesis, and development. A strong command of vocabulary and the conventions of grammar and usage are emphasized in both writing and speaking.

Students strengthen their speaking and listening skills by participating and collaborating in informal classroom discussions, Socratic seminars, and more formal presentations of diverse formats that incorporate a variety of sources, extensive supporting information, and the strategic use of digital media to enhance the message and audience interest.

**Grade 11 Major Themes**
- American Dream
- Social Justice

**Grade 12 Major Themes**
- Self and Society
- Transitions

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

**Suggested Text Titles - Grades 11/12**

**Stories**
- *Adventures of Huckleberry Finn* by Mark Twain
- *A Good Man is Hard to Find* by Flannery O’Connor
- *Alice in Wonderland* by Lewis Carroll
- *All the Pretty Horses* by Cormack McCarthy
- *A Prayer for Owen Meany* by John Irving
- *As I Lay Dying* by William Faulkner (E)
- *Beloved* by Toni Morrison (E)
- *Black Elk Speaks* by Black Elk
- *Brave New World* by Aldous Huxley
- *Crime and Punishment* by Eyodor Dostoyevsky (E)
- *Dubliners* by James Joyce
- *Fahrenheit 451* by Ray Bradbury (E)
- *Farewell to Arms* by Earnest Hemingway (E)
- *Fools Crow* by James Welch
- *Frankenstein* by Mary Shelley
- *Glass Castle* by Jeannette Walls
- *Great Expectations* by Charles Dickens
- *Great Gatsby* by F. Scott Fitzgerald (E)
- *Handmaid’s Tale* by Margaret Atwood
- *Heart of Darkness* by Joseph Conrad
- *House of Scorpions* by Nancy Farmer
- *Hunger Games* by Suzanne Collins
- *Jungle* by Upton Sinclair
- *Kite Runner* by Khaled Hosseini
- *Lord of the Flies* by William Golding
- *My Losing Season* by Pat Conroy
- *1984* by George Orwell
- *One Flew Over the Cuckoo’s Nest* by Ken Kesey
- *Perma Red* by Debra Magpie Earling
- *Poisonwood Bible* by Barbara Kingsolver
- *Pride and Prejudice* by Jane Austen (E)
- *Reservation Blues* by Sherman Alexie
- *Scarlet Letter* by Nathaniel Hawthorne (E)
- *The Awakening* by Nick Murphy
- *The Road* by Cormack McCarthy
- *The Stranger* by Albert Camus
- *The Things They Carried* by Tim O’Brien
- *Their Eyes Were Watching God* by Zora Neale Hurston (E)
- *Things Fall Apart* by Chinua Achebe (E)
- *Thousand Acres* by Jane Smiley
- *Uglies* by Scott Westerfeld
- *Until They Bring the Streetcars Back* by Stanley Gordon West
- *Wuthering Heights* by Charlotte Bronte

**Drama**

- *Cherry Orchard* by Anton Chekov
- *Crimes of the Heart* by Beth Henley
- *Crucible* by Arthur Miller
- *Death of a Salesman* by Arthur Miller
- *Doll’s House* by Henrik Ibsen (E)
- *Fences* by August Wilson
- *Hamlet* by William Shakespeare (E)
- *King Lear* by William Shakespeare
- *Macbeth* by William Shakespeare (E)
- *Oedipus Rex* by Sophocles
- *Othello* by William Shakespeare
- *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard
- *Streetcar Named Desire* by Tennessee Williams
- *Teeth* by Tina Howe
- *The Dumbwaiter* by Harold Pinter
- *The Importance of Being Earnest* by Oscar Wilde (E)
- *The Lover* by Harold Pinter
- *The Visit* by Friedrich Duerrenmatt
- *Winter’s Tale* by William Shakespeare
- *Wit* by Margaret Edson
**Poetry**
- *Bluebird* by Charles Burkowski
- *Could Have* by Wilson Szymborska
- *Children’s Hour* by Li-Young Lee
- *Daddy* (and other assorted poems) *by Sylvia Plath (E)*
- *Dover Beach* by Mathew Arnold
- *Fish* by Elizabeth Bishop
- *Forgetfulness (and other assorted poems)* by Billy Collins (E)
- *Magpie’s Song* by Gary Snyder
- *Mystery Train* (and other assorted poems) by Sherman Alexie
- *Prufrock* by T.S. Elliot (E)
- *Reasons to Survive November* by Tony Hoagland
- *Riding the Earthboy 40* by James Welch
- *Sonnet XLIII* by Edna St. Vincent Millay
- Additional poetry among others by Billy Collins (E), Emily Dickenson (E), Robert Frost (E), Richard Hugo, Victor Hugo, Wilfred Owen, Phyllis Wheatley (E) and/or Walt Whitman (E)
- Sonnets by William Shakespeare (E)

**Informational**
- *A Modest Proposal* by Jonathan Swift
- *Angela’s Ashes* by Frank McCourt
- *50 Essays: A Portable Anthology* by Samuel Cohen
- *Hiroshima* by John Hersey
- *Hole in My Life* by Jack Gantos
- *How to Read Literature like a Professor* by Thomas Foster
- *In Cold Blood* by Truman Capote
- *Into The Wild* by Jon Krakauer
- *Japan at War* by Haruko Taya Cook
- *Killing Custer* by James Welch
- *Last Breath* by Peter Stark
- *On Dumpster Diving* by Lars Eighner
- *Stiff* by Mary Roach
- *Thin Wood Walls* by David Patneaude
- *This Boy’s Life* by Tobias Wolff (E)
- *Utopia* by Thomas More
- Historical Documents: American Indian Treaties, Bill of Rights (E), Declaration of Independence (E), Preamble to the U.S. Constitution (E)
- Speeches and Writings of Maya Angelou (E), Noam Chomsky, Fredrick Douglass (E), Ralph Waldo Emerson (E), Martin Luther King Jr. (E), Thomas Paine (E), Henry David Thoreau (E), Alexis de’ Tocqueville (E), Virginia Woolf
- Articles and essays in History, Social Studies, Science, and Technical Subjects

(E= Listed among possible exemplar texts in the Common Core)
Reading Standards for Literature

**Key Ideas and Details**

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**LEARNING TARGETS**

a) I know how to analyze text.
b) I know how to determine importance.
c) I know when to use evidence to make logical inferences about texts.
d) I know when and how to apply fix up strategies.
e) I can synthesize.
f) I can combine background knowledge with details from the text to draw conclusions.
g) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
h) I can recognize when my understanding breaks down and then apply a strategy to correct it.
i) I can make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.
j) I can analyze an author’s implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.

**LEARNING TARGETS**

a) I know what a theme is.
b) I know how a theme is developed.
c) I know how themes interact.
d) I know how to summarize a text.
e) I can identify multiple themes in a text.
f) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
g) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**LEARNING TARGETS**

a) I know elements of story and drama.
b) I know how authors use these elements to develop story and drama.
c) I can analyze the author's use of elements such as setting, plot development, and characters.
d) I can analyze the author’s use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.
Craft and Structure
4. 1112.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS
a) I know how denotation and connotation influence the meaning of text.
b) I know the impact of the author’s word choice.
c) I know the difference between literal meanings of words and the ideas that are sometimes associated with them.
d) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
e) I can determine the meaning of words and phrases as they are used in text.

5. 1112.RL. 5 - Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

LEARNING TARGETS
a) I know different structures.
b) I know how structure impacts the meaning of text.
c) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
d) I can evaluate the literary devices used to determine aesthetic purposes of a text.
e) I can analyze rhetorical devices (arguments, assumptions, fallacies).
f) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. 1112.RL. 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS
a) I know denotation and connotation influence point of view.
b) I can analyze the author’s implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas
7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS
a) I know how different versions/genres affect interpretations.
b) I can compare and contrast versions of the same work presented across genres (different types of writing).
c) I can assess how different versions/genres affect interpretations.

8. (Not applicable to literature)
9. 1112.RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

**LEARNING TARGETS**

a) I know that time period and culture impact text, subject matter, and its treatment.

b) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).

c) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

**Range of Reading and Level of Text Complexity**

10. 1112.RL.10 - 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. 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.

**LEARNING TARGETS**

a) I am familiar with the titles on the 9th and 10th grade reading list for fiction.

b) I am familiar with the titles on the 11th and 12th grade reading list for fiction.

c) I know how to comprehend and analyze multiple genres of literature.

d) I know the reading comprehension strategies.

e) I can read books at the 11th grade level independently and proficiently.

f) I can analyze poetic forms.

g) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

h) I can monitor my reading comprehension and employ the comprehension strategies as needed.

**Reading Standards for Informational Text**

**Key Ideas and Details**

1. 1112.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**LEARNING TARGETS**

a) I know how to analyze text.

b) I know how to determine importance.

c) I know when to use evidence to make logical inferences about texts.

d) I know when and how to apply fix up strategies.

e) I can synthesize.

f) I can combine background knowledge with details from the text to draw conclusions.

g) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.

h) I can recognize when my understanding breaks down and then apply a strategy to correct it.
i) I can make reasonable assertions about an author’s arguments by using elements of the
text to defend and clarify interpretations.
j) I can analyze an author’s implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - 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.

**LEARNING TARGETS**

a) I know the different organizational structures of informational texts.
b) I can recognize the organizational structure of a text and how this impacts the
development of ideas.
c) I can recognize how two or more main ideas in a single text can interact.
d) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - 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**.

**LEARNING TARGETS**

a) I know how individuals, ideas, and events interact and develop over the course of a text.
b) I can identify specific individuals, ideas, and/or events in an informational text.
c) I can analyze how individuals, ideas, and events interact and develop.

**Craft and Structure**

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including
figurative, connotative, and technical meanings; analyze how **an author uses and refines the
meaning of a key term or terms** over the course of a text.

**LEARNING TARGETS**

a) I know that authors develop key terms over the course of a text.
b) I can analyze how an author uses and refines the meaning of a key term or terms over the
course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his
or her exposition or argument, including whether the structure makes points clear,
convincing, and engaging.

**LEARNING TARGETS**

a) I know the different organizational structures of informational texts.
b) I can evaluate the effectiveness of the organizational structure of an informational text.
c) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author’s point of view or purpose in a text, including **texts by and
about Montana American Indians, in which the rhetoric is particularly effective**, analyzing
how style and content contribute to the power, persuasiveness, or beauty of the text.

**LEARNING TARGETS**

a) I know that authors make deliberate stylistic choices to develop point of view and/or
purpose.
b) I can analyze the literary devices used to develop the point of view, rhetorical and/or
aesthetic purposes of a text.
c) I can make reasonable assertions about an author’s point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

**Integration of Knowledge and Ideas**

7. 1112.RI. 7 - **Integrate and evaluate multiple sources of information presented** in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**LEARNING TARGETS**

a) I know how multiple sources address a question or solve a problem.

b) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.

c) I can synthesize the content from several sources or works dealing with a question or a problem.

d) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - **Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).**

**LEARNING TARGETS**

a) I know how to delineate and evaluate reasoning.

b) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

c) I can identify the premises, purposes, and arguments in informational texts.

d) I can critique the power, validity, and truthfulness or arguments set forth in public documents.

e) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.**

**LEARNING TARGETS**

a) I know that time period shapes the construction of historical documents.

b) I know how to identify and analyze themes, purposes, and rhetorical features.

c) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

d) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.
**Range of Reading and Level of Text Complexity**

10. 1112.RI. 10 - 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. 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.

**LEARNING TARGETS**

a) I am familiar with the titles on the 9th and 10th grade reading list for non-fiction, essays, etc.
b) I am familiar with the titles on the 11th and 12th grade reading list for non-fiction, essays, etc.
c) I know how to comprehend and analyze literary nonfiction.
d) I know how to apply the reading comprehension strategies.
e) I can read informational texts at the 11th grade level independently and proficiently.
f) I can analyze literary nonfiction independently and proficiently.
g) I can monitor my reading comprehension and employ the comprehension strategies as needed.

**Writing Standards**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 1112.WR. 1.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.

**LEARNING TARGETS**

a) I know what a knowledgeable claim is.
b) I know how to distinguish alternate or opposing claims.
c) I can organize ideas and appeals in a sustained and effective fashion.
d) I can address readers’ concerns, counterclaims, biases, and expectations.
e) I can develop a credible claim.

b. 1112.WR. 1.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.

**LEARNING TARGETS**

a) I know the importance of audience when writing a persuasive piece.
b) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
c) I can adjust my voice, style, and form depending on audience, occasion, and purpose.
c. **1112.WR. 1.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.

**LEARNING TARGETS**

a) I know that transition creates cohesion and clarifies relationships among claims, counterclaims, reasons and evidence.
b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.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.

**LEARNING TARGETS**

a) I know what formal style is and when it is appropriate.
b) I know how to use an objective tone.
c) I know how to use the editing process to improve my writing.
d) I can establish and maintain a formal style and objective tone.
e) I can attend to the norms and conventions of the discipline.
f) I can use word choice to establish a specific tone.
g) I can omit personal bias.
h) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LEARNING TARGETS**

a) I know how to arrive at and develop an effective conclusion.
b) I can reinforce my organization with an effective conclusion derived from my argument.
c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

2. 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.

a. **1112.WR. 2.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.

**LEARNING TARGETS**

a) I know that organization, formatting, and graphics work together to aid in comprehension of informational/explanatory texts.
b) I can develop a thesis.
c) I can create an organizing structure appropriate to purpose, audience, and context.
d) I can include accurate information from primary and secondary sources and exclude extraneous information.
e) I can make valid inferences.
f) I can support judgments with relevant and substantial evidence and well-chosen details.
g) I can use technical terms and notations correctly.
h) I can create a coherent conclusion.
i) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.

j) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one’s ideas and the ideas of others, by including citations.

b. **1112.WR. 2.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.

**LEARNING TARGETS**

a) I know how to recognize and use relevant facts.
b) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
c) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112. TT.2.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.

**LEARNING TARGETS**

a) I know that transition creates cohesion and clarifies relationships among complex ideas and concepts.
b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

**LEARNING TARGETS**

a) I know the importance of effective language choices.
b) I can develop a style and an appreciation of the effects created.
c) I can use precise word choice in creative and vivid ways to explain a topic.
d) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.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.

**LEARNING TARGETS**

a) I know what formal style is and when it is appropriate.
b) I know how to use an objective tone.
c) I know how to use the editing process to improve my writing.
d) I can establish and maintain a formal style and objective tone.
e) I can attend to the norms and conventions of the discipline.
f) I can use word choice to establish a specific tone.
g) I can omit personal bias.
h) I can construct many drafts to improve and refine my point.
f. **1112.WR. 2.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).

**LEARNING TARGETS**

a) I know how to arrive at and develop an effective conclusion.
b) I can reinforce my organization with an effective conclusion that supports the explanation.
c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.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.

**LEARNING TARGETS**

a) I know how to establish a problem, situation, or observation.
b) I know how to convey its significance.
c) I know how to use point of view.
d) I know how to introduce and develop characters.
e) I know how to sequence the progression of experiences and events.
f) I can create a smooth progression of experiences or events.
g) I can engage the reader by setting out a problem, situation or observation and its significance.
h) I can establish one or more points of view in narrative writing.
i) I can introduce a narrator and/or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**LEARNING TARGETS**

a) I know various narrative techniques (e.g. dialogue, description, multiple plot lines).
b) I know how to use narrative techniques effectively.
c) I know the draft and editing process is central to good writing.
d) I can use a variety of techniques to create an engaging and multi-layered narrative.
e) I can develop experiences, events, and/or characters.
f) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
g) I can create multiple drafts with significant revisions to critique my own work.
h) I can apply my editing knowledge to the work of others.
c. **1112.WR. 3.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).

**LEARNING TARGETS**
- a) I know how to sequence events.
- b) I can sequence events in multiple ways to build a coherent whole.
- c) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**LEARNING TARGETS**
- a) I know sensory details and how they are used to enrich language.
- b) I know the importance of precise, descriptive language choices.
- c) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- d) I can use precise word choice in creative ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**LEARNING TARGETS**
- a) I know how to arrive at and develop an effective conclusion.
- b) I know how to arrive at and develop an effective conclusion in narrative writing.
- c) I can address/resolve earlier conflicts or experiences to create a logical ending.
- d) I can reflect on my writing to provide a satisfying conclusion.
- e) I can reinforce narrative form and style choices.
- f) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

**Production and Distribution of Writing**

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LEARNING TARGETS**
- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

Note: In original Common Core Standards document, this standard states grade-specific expectations for writing types are defined in standards one through 3 above.
5. **1112.WR. 5 -** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LEARNING TARGETS**

a) I know the writing process.
b) I know how to analyze my own writing.
c) I know the 6+1 Traits of Writing.
d) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
e) I can use the 6+1 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
f) I can analyze models of effective writing and similar strategies to improve my writing.
g) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
h) I can use technology to create, revise, edit, and publish throughout the writing process.
i) I can analyze my own writing to understand how to improve.
j) I can analyze published pieces to understand how to improve my writing.
k) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6 -** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**LEARNING TARGETS**

a) I know the skills, knowledge, and abilities to apply a variety of technologies to conduct research, process data, report results, solve problems, and make decisions using a variety of sources.
b) I know how to use technology to collaborate with others.
c) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
d) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and production.
e) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

**Research to Build and Present Knowledge**

7. **1112.WR. 7 -** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LEARNING TARGETS**

a) I know how to recognize and use relevant facts.
b) I know how to narrow or broaden focus on a research topic.
c) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.
8. 1112.WR. 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

**LEARNING TARGETS**

a) I know how to assess the strengths and limitations of sources in regard to task, purpose, and audience.
b) I know how to selectively integrate a variety of sources into writing.
c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. 1112.WR. 9 - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply grades 11–12 Reading standards to 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”).

**LEARNING TARGETS**

a) I know how to draw from text to support analysis, reflection, and research.
b) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
c) I can support statements with evidence from the text.
d) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
e) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
f) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. WR. 9.b - 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 over reliance on any one source and following a standard format for citation. b. 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, American Indian Policies]”).
**LEARNING TARGETS**

a) I know how to gather and draw evidence from literary and informational texts to support analysis, reflection and research using advanced searches.

b) I know how to selectively integrate a variety of sources into writing.

c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

d) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.

e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

**Range of Writing**

10. **1112.WR. 10** - 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.

**LEARNING TARGETS**

a) I know how to write over extended and shorter time frames.

b) I know how to write for a range of tasks, purposes and audiences.

c) I know how to evaluate my work for technical mistakes as well as content.

d) I know how to apply the editing process.

e) I can routinely use the 6+1 Traits of Writing model to research, write, reflect and revise.

f) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).

g) I can routinely edit my work to create multiple drafts.

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. 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.

a. **1112.SL. 1.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.

**LEARNING TARGETS**

a) I know how to initiate and participate effectively in a range of collaborative discussions.

b) I can read and research to prepare for and participate in discussions.

c) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**LEARNING TARGETS**

a) I know that there are a variety of roles and responsibilities in discussions.

b) I can work with peers to promote civil, democratic discussions and decision-making.
c) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
d) I can build on the ideas of others and contribute relevant information or ideas.

c. 1112.SL.1.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.

**LEARNING TARGETS**

- a) I know that diversity of ideas propels discussion.
- b) I know how to think critically to contribute to discussions.
- c) I can pose and respond to stimulating questions to propel discussions.
- d) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- e) I can promote and encourage divergent and creative perspectives in discussions.

d. 1112.SL.1.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.

**LEARNING TARGETS**

- a) I know the importance of objectivity when synthesizing discussions.
- b) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- c) I can determine when to add additional information to deepen discussion.
- d) I can clarify information to resolve contradictions.

2. 1112.SL.2 - 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.

**LEARNING TARGETS**

- a) I know how to evaluate sources for credibility and accuracy.
- b) I know how to use multiple sources to make informed decisions and solve problems.
- c) I can evaluate the credibility and accuracy of sources.
- d) I can recognize discrepancies among data.
- e) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. 1112.SL.3 - 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.

**LEARNING TARGETS**

- a) I know the criteria used to evaluate a speaker.
- b) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- c) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
d) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

**Presentation of Knowledge and Ideas**

4. **1112.SL. 4** - 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.

**LEARNING TARGETS**

a) I know how to present for a variety of audiences and purposes.
b) I can exhibit a logical structure appropriate to audience, context, and purpose.
c) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
d) I can convey a clear and distinct perspective while speaking.
e) I can effectively address alternative or opposing perspectives.
f) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - 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.

**LEARNING TARGETS**

a) I know where to find multiple forms of digital media.
b) I know when to use a variety of digital media to enhance or support my presentation.
c) I use digital media to enhance, support, explain, and add interest to a presentation.
d) I can identify the methods in which media influences individuals and societies.
e) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LEARNING TARGETS**

a) I know how to adapt speech to a variety of contexts and tasks.
b) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
c) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non-verbal (e.g., gestures, facial expressions, eye contact).
d) I can demonstrate a command of formal English when indicated and appropriate.
e) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
f) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).
Language Standards

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. **1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**

   **LEARNING TARGETS**
   
   a) I know that language is dynamic and always changing.
   b) I can use current standards of English grammar.

   b. **1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: 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. 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.**

   **LEARNING TARGETS**
   
   a) I know that there are resources to consult for grammar usage issues.
   b) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. **1112.LS. 2.a - Observe hyphenation conventions.**

   **LEARNING TARGETS**
   
   a) I know hyphenation conventions.
   b) I can use hyphens correctly.

   b. **1112.LS. 2.b - Spell correctly.**

   **LEARNING TARGETS**
   
   a) I know how to spell.
   b) I can spell correctly.

Knowledge of Language
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.
   a. **1112.LS. 3.a - 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.**

   **LEARNING TARGETS**
   
   a) I know syntax impacts the meaning of text.
   b) I know there are resources I can consult for help with syntax.
   c) I can vary syntax for effect.
   d) I can use syntactical references when needed.
   e) I can analyze how syntax is used in text.
Vocabulary Acquisition and Use
4. 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.

a. **1112.LS. 4.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.

**LEARNING TARGETS**
   a) I know context provides clues to the meanings of words.
   b) I can use context to determine meaning of multiple-meaning words and phrases.

b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

**LEARNING TARGETS**
   a) I know common prefixes, roots, and suffixes.
   b) I know how changes of prefixes, roots, and suffixes impact meaning and parts of speech.
   c) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. **1112.LS. 4.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.

**LEARNING TARGETS**
   a) I know how to appropriately use reference materials to resolve vocabulary issues.
   b) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.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).

**LEARNING TARGETS**
   a) I know words have both denotative and connotative meanings.
   b) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**LEARNING TARGETS**
   a) I know figurative language and word choice contribute to the meaning of text.
   b) I can identify literary devices and explain their impact on style.
   c) I can identify imagery and figurative language and sound devices used in a variety of texts.
   d) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

**LEARNING TARGETS**
   a) I know synonyms have different nuances.
   b) I can analyze nuances among synonyms.
6. **1112.LS. 6** - 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.

**LEARNING TARGETS**

a) I know how to consult proper resources to gather vocabulary knowledge.

b) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.