



# MOHAWK

Local School District

*Preparing today's students for tomorrow's challenges*

Mohawk Local Schools      Grade ELA 12

## Quarter 2      Curriculum Guide

### General Expectations of the ELA Standards

A Focus on Results Rather than Means  
An Integrated Model of Literacy  
Research and Media Blended into the Standards as a Whole  
Shared Responsibility for Students' Literacy Development  
Focus and Coherence in Instruction and Assessment

### Critical Areas of Focus Being Addressed:

- Reading Strand
- Writing Strand
- Speaking and Listening Strand
- Language Strand

Content Statements Addressed and Whether they are Knowledge,  
Reasoning, Performance Skill, or Product:

(DOK1)      (DOK2)      (DOK3)      (DOK4)

Underpinning Targets Corresponding with Standards  
and Whether they are Knowledge, Reasoning,  
Performance Skill, or Product: "I can.....", "Students Will  
Be Able To....."

## Reading Literature

### Key Ideas and Details

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3** 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

### **RL.11-12.1**

**DOK 1** --Recognize strong and thorough textual evidence within the text

**DOK 2** --Explain inferences drawn from the text

Interpret how the text uses ambiguity or leaves matters uncertain

Cite strong and thorough textual evidence to support the text (explicit and inferred)

### **RL.11-12.2**

**DOK 1**--Identify two or more themes or central ideas of a text.

Explain how the themes or central ideas interact and build on one another to produce a complex account

Know how to write an objective summary

**DOK 2**-- Analyze how the text develops two or more central ideas or themes throughout a text.

Interpret how the text supports the themes or central ideas to produce a complex account of the text.

Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text

### **RL.11-12.3**

**DOK 1**--Identify key elements of a story or drama.

introduced and developed).

### **Craft and Structure**

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Identify key choices the author made that relate elements of the story.

**DOK 2**--Explain how the author's choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama.

Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story.

### **Craft and Structure**

#### **RL.11-12.4**

**DOK 1**--Identify: • words and phrases • figurative words and phrases • connotative words and phrases • words that impact meaning and tone • multiple meaning words • language that is fresh, engaging, or beautiful in a text

**DOK 2**--Determine the: • meanings of words and phrases • figurative meanings of words and phrases • connotative meanings of words and phrases as they are used in a text

Analyze the impact of specific words on meaning and tone, including: • words with multiple meanings • language that is particularly fresh, engaging, or beautiful

#### **RL.11-12.5**

**DOK 1**--Identify the author's specific style choices  
Identify aesthetic impact: • (e.g., historical context • emotional appeal • and artistic appeal)

**DOK 2**--Analyze how the author's choices contribute to the: • overall structure • meaning • aesthetic impact

**RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**RL.11-12.6**  
**DOK 1**--Recognize: • denotation/connotation and/or • literal/non-literal meaning

Identify examples, such as: • satire • sarcasm • irony • understatement from the text

**DOK 2**--Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement)

Using the non-literal interpretation, identify the author's point of view

Analyze how knowing the author's point of view helps the reader identify the true meaning of the text

## Reading Informational Text

### Key Ideas and Details

**RI.11-12.1** 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.

## Reading Informational Text

### Key Ideas and Details

**RI.11-12.1**  
**DOK 1**--Recognize strong and thorough textual evidence within the text

**DOK 2**--Identify the textual evidence that supports analysis of what the text says explicitly

Explain inferences drawn from the text

Interpret how the text uses ambiguity or leaves matters uncertain

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure**

Cite strong and thorough textual evidence to support the text (explicit and inferred)

**RI.11-12.2**

**DOK 1--** Identify central ideas of the text.

Identify specific details that support the development of central ideas

Define complex analysis

**DOK 2--**Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis

Interpret how the text supports key ideas with specific details

Formulate an objective summary that includes how two or more central ideas interact and build on one another to provide a complex analysis

**RI.11-12.3**

**DOK 1--**Identify: • complex sets of ideas • complex sequences of events

**DOK 2--**Analyze a:

• complex set of ideas • complex sequence of events

Explain how specific:

• individual • ideas • events interact and develop throughout a text

**RI.11-12.4** 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 (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RI.11-12.5** 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.

**RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

## **Craft and Structure**

### **RI.11-12.4**

**DOK 1--**Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify key terms in a text

**DOK 2--**Determine the meaning of words and phrases as they are used in a text, including: • figurative • connotative • technical meanings

Analyze how an author uses and refines the meaning of a key term over the course of a text

### **RI.11-12.5**

**DOK 1--**Identify the structure of the exposition or argument

Identify the points an author makes in an exposition or argument

**DOK 2--**Based on the structure of the exposition or argument: • evaluate whether or not the points are clear • evaluate whether or not the points are convincing • evaluate whether or not the points are engaging for the reader

Analyze the overall effectiveness of the structure of the exposition or argument

### **RI.11-12.6**

**DOK 1--**Identify: • rhetorical techniques • persuasive techniques • stylistic techniques

### **Integration of Knowledge and Ideas**

**RI.11-12.7** 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.

**RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions

Explain the author's point of view or purpose

**DOK 2--**Analyze how an author uses crafts and details to develop ideas

Determine how the author uses rhetorical devices to influence the audience

Analyze : • how style and content support the point of view or purpose • the effects of style and content as they contribute to the effectiveness

### **Integration of Knowledge and Ideas**

#### **RI.11-12.7**

**DOK 1--** Identify various sources of information presented in diverse media and formats (e.g., visually, quantitatively)

Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words

**DOK 2--** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to : • address a question • solve a problem

Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to: • address a question • solve a problem

and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**RI.11-12.9** 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, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

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

**RI.11-12.10** 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.

**Writing**

**Text Types and Purposes**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- 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.

**Writing**

**Text Types and Purposes**

**W.11-12.1**

**DOK 1--**Recognize organizational patterns in writing

- Define precise claim and counterclaim
- Define and generate substantive topics or texts
- Recognize relevant and sufficient evidence
- Define rhetorical audience
- Identify fair and unfair claims and counterclaims
- Recognize transitional words, phrases, and clauses
- Recognize formal style and objective tone
- Recognize concluding statements or sections that support the argument presented



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

Explain audience awareness, including knowledge level, concerns, values, and biases  
Identify norms and conventions of disciplines

**DOK 2--**Analyze a substantive topic or text to determine if it is suitable for a written argument

Determine method to:

- introduce precise, knowledgeable claim(s)
- establish significance of claim(s)
- distinguish the claim (s) from alternate or opposing claims

Determine the relationships between claims and counterclaims

Select an organizational structure that logically sequences: • claim(s) • counterclaims • reasons • evidence

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each

Analyze the • knowledge level • concerns • values • possible biases of the rhetorical audience

Evaluate strengths, limitations and relevance of claims and counterclaims

Link major sections of the text and create cohesion using: • words • phrases • clauses • varied syntax Clarify relationships between: • claims and reasons • reasons and evidence • claims and counterclaims using words, phrases and clauses, as well as varied syntax Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented

**DOK 4--**Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: • introduces precise, knowledgeable claim(s)

**W.11-12.2** 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. 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. 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.
- 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.

establishes the significance of the claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that logically sequences claim(s), counterclaims, reasons and evidence • develops claim(s) and counterclaims fairly and thoroughly, with the most relevant evidence for each • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level, concerns, values and possible biases • uses words, phrases and clauses as well as varied syntax to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented

**W.11-12.2**

**DOK 1--Select:** • appropriate topic • complex ideas appropriate formatting, graphics, and multimedia to aid comprehension • supporting details • effective transitions • effective word choice • tone • style • effective conclusions that follows from and supports the information or explanation presented

**DOK 2--Organize complex ideas and information to make important connections and distinctions**  
Select well-chosen, relevant, sufficient: • facts • definitions • details • quotations • other appropriate information • examples appropriate to the audience's knowledge of the topic Determine appropriate use of syntax to: • link major sections • create cohesion • clarify in text Select precise language and domain specific vocabulary to manage the complexity of the text Employ figurative devices (like simile, metaphor, analogy) to enhance the piece Determine an appropriate

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

formal style and objective tone for a concluding section that follows from and supports the information or explanation presented

**DOK 4--**Write informative/explanatory text which: examines/conveys complex ideas, concepts, and information • demonstrates clear and accurate information and uses : • effective selection • organization • analysis of content: Introduce a topic which includes: • organized complex ideas, • concepts • information so that each new element builds on that which precedes it to create a unified whole Include: • formatting • graphics • multimedia when useful to aiding comprehension Develop the topic thoroughly by: • selecting the most significant and relevant facts • extended definitions • concrete details • quotations • other information • examples appropriate to the audience’s knowledge of the topic Use appropriate and varied transitions and syntax to: • link the major sections of the text • create cohesion • clarify the relationships among complex ideas and concepts Use: • precise language • domain-specific vocabulary • techniques such as metaphor, simile, and analogy to manage the complexity of the topic Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing Provide a concluding statement or section that follows from and supports the information or explanation presented

W.11- Write narratives to develop real or imagined experiences or

W.11-12.3

**12.3** events using effective technique, well-chosen details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

**DOK 1--Define tone** Recognize how writers relate the significance of a problem, situation, or observation to a reader

Identify multiple points of view in narratives

Recognize multiple plot lines in narratives

Recognize techniques writers use to build toward a particular outcome

**DOK 2--Analyze how writers create tone** Develop a sequence of events that creates a desired tone and outcome Determine appropriate techniques to relate significance.

Analyze: • multiple points of view of various narratives • use of multiple plot lines in narratives Use a variety of techniques to logically sequence and connect events Analyze the relationships among experiences and events Design an organized sequence of events with dialogue to develop experiences, events, and/or characters Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters Develop conclusions that reflects on what is experienced, observed, or resolved in a narrative

**DOK 4--Write a narrative that:** • creates a particular tone • engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters • establishes multiple points of view creates a desired tone • uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters and build toward a particular outcome • uses a variety of transitions to develop a coherent sequence of events • uses appropriate precise, descriptive, and sensory language • includes a reflective conclusion that flows from what is experienced, observed, or resolved

**W.11-12.4** 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.)

**W.11-12.5** 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

**W.11-12.6** 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.

## **Production and Distribution of Writing**

### **W.11-12.4**

**DOK 1--**(The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)

**DOK 2--**Analyze the reason for writing a piece to decide on • task • purpose • audience Determine suitable • idea development strategies • organization • style appropriate to task purpose and audience

**DOK 4--**Analyze the reason for writing a piece to decide on • task • purpose • audience Determine suitable • idea development strategies • organization • style appropriate to task purpose and audience

### **W.11-12.5**

**DOK 1--**Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of • audience • purpose

**DOK 2--**Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: • what is most significant for a specific purpose • what is significant for a specific audience

### **W.11-12.6**

**DOK 1--** Know a variety of ways to use technology and the Internet to produce, update, and publish products

**DOK 2--** Evaluate feedback for value as new arguments or information

## Research to Build and Present Knowledge

**W.11-12.7** 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.

**W.11-12.8** 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 overreliance on any one source and following a standard format for citation.

**DOK 3--** Demonstrate use of technology, including the Internet, to produce and publish writing products Use technology, including the Internet, to respond to on-going feedback by updating individual/shared products with new arguments and information

## Research to Build and Present Knowledge

### **W.11-12.7**

**DOK 1--** Identify: • appropriate short and sustained research topics • multiple sources on the subject of the research

Access reference materials (both print and electronic material) Narrow or broaden the inquiry when appropriate.

**DOK 2--** Evaluate the credibility of sources Construct and refine research questions

Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question

Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem

### **W.11-12.8**

**DOK 1--** Recognize strengths and weaknesses of a source based on the task, purpose, and audience Define plagiarism

Identify overreliance on a source

Recognize authoritative sources

Cite in standard formats

**DOK 2--** Evaluate sources by assessing strengths and weaknesses in terms of: • task • purpose • audience Integrate information into text to: • maintain flow of

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).
- 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]”).

### **Range of Writing**

**W.11-12.10** 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.

ideas • avoid plagiarism and overreliance on any one source  
Gather relevant information from multiple authoritative print and digital sources  
Perform advanced searches effectively

### **Range of Writing**

#### **W.11-12.10**

**DOK 1--**Recognize: • task • audience • purposes

**DOK 2--**Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences

	<p><b>DOK 3</b>--Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)</p>
<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b><u>SL.11-12.1</u></b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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</li> </ol>	<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b><u>SL.11-12.1</u></b></p> <p><b>DOK 1</b>--Identify key supporting ideas from reading and research  Describe expectations for civil and democratic discussion and decision-making  Identify diverse perspectives in text and presented  Know how to ask thought- provoking questions  Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p><b>DOK 2</b>--Analyze &amp; evaluate text, comments, claims, and evidence posed  Synthesize comments, claims, and evidence for all sides of an issue</p> <p>Evaluate discussions and decision- making processes</p> <p>Determine goals, deadlines, and individual roles for discussion groups</p> <p>Formulate opinions, ideas, and conclusions based on prior and new evidence</p> <p>Compare and contrast opinions and facts posed by peers</p>



task.

on the designated issue or topic

Evaluate personal conclusions and the conclusions of others

**DOK3**--Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts

Facilitate discussions over designated grade 11-12 topics

Collaborate to develop guidelines for successful discussion and decision-making

Follow agreed-upon guidelines for discussion Pose and respond to questions to probe reasoning and evidence  
Converse to resolve contradictions  
Determine additional information needed to further the investigation or complete the task

Consider all positions on a topic or issue and respond thoughtfully

Reference evidence from texts and research to support comments and ideas

Question or respond to clarify, verify, or challenge conclusions posed by others

Make connections to new evidence or reasoning posed to justify personal viewpoints

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in

**SL.11-12.2**

**DOK 1**--Identify and integrate information from multiple sources presented in diverse media (e.g. •

order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** 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.

visually • quantitatively • orally)

**DOK 2**--Evaluate credibility of integrated sources of information presented: • visually • quantitatively • orally Evaluate accuracy of integrated sources of information presented: • visually • quantitatively • orally

Integrate multiple sources of information presented • visually • quantitatively • orally Determine discrepancies among the data to make informed decisions and to solve problems

**SL.11-12.3**

**DOK 1**--Define and identify a speaker's: • use of rhetoric • point of view • reasoning • use of evidence • stance • tone • choice of words • points of emphasis • links among ideas • premises

**DOK 2**--Evaluate a speaker's point of view by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone Evaluate a speaker's reasoning by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone Evaluate a speaker's use of evidence and rhetoric by assessing: • stance • premises • links among ideas • word choice • points of emphasis • tone

**Presentation of Knowledge and Ideas**

**SL.11-** Present information, findings, and supporting evidence,

**Presentation of Knowledge and Ideas**

**12.4** conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**SL.11-12.4**

**DOK 1--Identify:** • information/findings • clear, distinct perspective Recognize that presentation of information is determined by analysis of purpose, audience, and task Recognize that issues generate alternative and opposing perspectives

**DOK 2--Determine:** • supporting evidence • logical organization • alternative or opposing viewpoints and appropriate: • development • substance • style to: • purpose • audience • range of formal and informal tasks

**DOK 3-- Present:** • information • findings • supporting evidence conveying a clear and distinct perspective so that listeners can follow the line of reasoning Include: • alternative perspectives • opposing perspectives

Utilize appropriate: • organization • development • substance • style for: • purpose • audience • a range of formal and informal tasks

**SL.11-12.5**

**DOK 1--Recognize** strategic digital media

**DOK 2--Evaluate** the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence

Evaluate the usefulness of digital media in presentations to add interest

**DOK 3--Use** digital media strategically in presentations to: • enhance understanding • add interest

**SL.11-12.6**

**DOK 1--Describe** audience, situation, and purpose Identify qualities of formal and informal speech

(See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

## Language

### Conventions of Standard English

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. 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.
- c.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.

Describe formal and informal settings

**DOK 2**--Evaluate audience needs (including perceptions and misconceptions)

Distinguish between formal and informal speech

Analyze the situation to determine if it requires formal or informal language

**DOK 3**--Adapt speech to a given context or task when speaking

Demonstrate correct language usage for spoken English

Adjust from formal to informal language as appropriate.

### Language

#### Conventions of Standard English

##### L.11-12.1

**DOK 1**--Recognize that usage is a matter of convention, can change over time, and is sometimes contested

**DOK 2**--Demonstrate command of the conventions of standard English grammar and usage when writing:

Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested

**DOK 3**--Demonstrate command of the conventions of standard English grammar and usage when speaking

##### L.11-12.2

**DOK 1**--Apply correct capitalization, punctuation, and spelling when writing

Know punctuation rules for hyphen usage

b. Spell correctly.

**Knowledge of Language**

**L.11-12.3** 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. 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.

**L.11-12.4** 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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

Use hyphens in phrases and clauses

Recall and apply spelling rules Identify and correct misspelled words

**Knowledge of Language**

**L.11-12.3**

**DOK 1--** Understand how language functions in different contexts Understand: • style • syntax

**DOK 2---** Apply knowledge of language to: • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening

Vary syntax for effect when writing, consulting references when needed

Apply knowledge of syntax to the study of complex texts when reading

**L.11-12.4**

**DOK 1--** Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)

Identify words and phrases that have multiple meanings

Recognize patterns of word changes that indicate meaning or part of speech (e.g., *conceive, conception, conceivable*)

Consult specialized and general print and digital reference materials to find: • word pronunciation •

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.

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

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

meaning • part of speech • etymology • standard usage

**DOK 2--** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a multiple meaning or unknown word or phrase

Use patterns of word changes to determine meaning (e.g., conceive, conception, conceivable)

Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase

Verify preliminary determination of the meaning of a word or phrase

**L.11-12.5**

**DOK 1--** Define figures of speech (e.g. hyperbole, paradox)

Recognize figures of speech within the text

Identify words with similar denotations

Recognize nuances in the meaning of words with similar meanings

**DOK 2--** Interpret figures of speech (e.g. hyperbole, paradox)

Analyze the role of figurative language within the text

Determine how figurative language impacts a text's purpose

**L.11-12.6** 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.

Analyze nuances in the meanings of words with similar denotations

**L.11-12.6**

**DOK 1--** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening

Recognize and gather words and phrases important to comprehension or expression

Identify appropriate resources to aid in gathering vocabulary knowledge

**DOK 2--** Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening

Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge

Select appropriate resources to aid in gathering vocabulary knowledge

**DOK 3--** Use general academic and domain-specific words and phrases at the college and career readiness level, sufficient for: • reading • writing • speaking and listening

Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge

	Demonstrate independence in gathering vocabulary knowledge by: • contextual clues • references/resource
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