



# MOHAWK

## Local School District

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

### Mohawk Local Schools Grade ELA 11

### Quarter 4 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-** Cite strong and thorough textual evidence to support  
**12.1** analysis of what the text says explicitly as well as

#### Reading Literature

#### Key Ideas and Details

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

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 introduced and developed).

**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  
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** 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.

**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).

## 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** **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

## Integration of Knowledge and Ideas

**RL.11-12.7** 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.)

**RL.11-12.9** 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.

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

## Integration of Knowledge and Ideas

**RL.11-12.7** **DOK 1** Define source text Identify two or more interpretations of text (story, drama, poem)

**DOK 2** Explain multiple interpretations: • recorded/live play • recorded novel • recorded poetry of (story, drama, poem) analyzing how each interprets source text Evaluate how an artist chooses to interpret an entire work

**RL.11-12.9** **DOK 1** Describe the historical context of 18th, 19th, or 20th century Identify foundational works of 18th, 19th, or 20th century

**DOK 2** Distinguish between theme and topic Determine the theme or themes of foundational works of American Literature Compare/contrast the treatment of similar themes from two or more texts from the 18th, 19th, or early 20th century Compare/contrast the treatment of similar topics from two or more texts from the 18th, 19th, early 20th century

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

**RL.11-12.10**

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.

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

**RL.11-12.10**

**DOK 1** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9

**DOK 2** Comprehend independently in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed

**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.

**RI.11-** Determine two or more central ideas of a text and analyze

**Reading Informational Text  
Key Ideas and Details**

**RI.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)

**RI.11-12.2** **DOK 1** Identify central ideas of the text.

**12.2** 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

**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).

Identify specific details that support the development of central ideas

**DOK 2** Define complex analysis

Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis  
Interpret how the text supports key ideas with specific details

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

**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

### 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** 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.

### **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.11-12.5 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  
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

**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 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.

**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

**RI.11-12.8** **DOK 1** Explain constitutional principle Recognize elements of legal reasoning Define public advocacy Identify the: • premises • purposes • arguments in works of public advocacy

**DOK 2** Delineate the reasoning in U.S. seminal text(s) including: • application of constitutional principles • use of legal reasoning

Delineate works of public advocacy, including: • premises • purposes • arguments

Evaluate the reasoning in important U.S. texts, including: • application of constitutional principles • use of legal reasoning

Evaluate works of public advocacy, including: • premises • purposes • arguments

**RI.11-12.9** **DOK 1** Identify the: • theme • purpose • rhetorical features of U.S. documents of historical and literary significance

**DOK 2** Analyze the: • theme • purpose • rhetorical of U.S. documents of historical and literary significance of 18th, 19th, or 20th century

<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b><u>RI.11-12.10</u></b> 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.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b><u>RI.11-12.10</u> DOK 1</b> Identify/understand: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9</p> <p><b>DOK 2</b> Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9</p>
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b><u>W.11-12.1</u></b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ol>	<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b><u>W.11-12.1</u> DOK 1</b> 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 Explain audience awareness, including knowledge level, concerns, values, and biases Identify norms and conventions of disciplines</p> <p><b>DOK 2</b> 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</p>

- 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.

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) 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

W.11- 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.

12.2

- 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.
- 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.
- 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

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

or the significance of the topic).

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

**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,

### **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 (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)

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

**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 (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)

**W.11-12.5 DOK 1** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize

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.

### **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.

significant information for the needs of • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)

**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

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

**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.

**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

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

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

**DOK 1** Identify key ideas and details which provide evidence to support conclusions about the text accessed through research  
Cite textual evidence to support analysis of what the text says explicitly

**DOK 2** Draw evidence from key ideas and details as support for research  
Analyze key ideas and details in a text as evidence for support understanding of text  
Reflect on key ideas and details in a text as evidence for

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.

support understanding of text

### 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

**DOK 3** 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)

### Speaking and Listening Comprehension and Collaboration

**SL.11-12.1** 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. Come to discussions prepared, having read and researched material under study; explicitly draw on

### Speaking and Listening Comprehension and Collaboration

**SL.11-12.1** **DOK 1** 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  
Identify conclusions posed during discussion or in text

that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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

**DOK 2** Analyze & evaluate text, comments, claims, and evidence posed

Synthesize comments, claims, and evidence for all sides of an issue

Evaluate discussions and decision- making processes

Determine goals, deadlines, and individual roles for discussion groups

Formulate opinions, ideas, and conclusions based on prior and new evidence

Compare and contrast opinions and facts posed by peers on the designated issue or topic

Evaluate personal conclusions and the conclusions of others

**DOK 3** 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

**SL.11-12.2** 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.

**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.

to justify personal viewpoints

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

**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.11-12.4** 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.

**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.

## Presentation of Knowledge and Ideas

**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 inform 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

**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

Use digital media strategically in presentations to: •

<p><b><u>SL.11-12.6</u></b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>enhance understanding • add interest</p> <p><b><u>SL.11-12.6 DOK 1</u></b> Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3)</p> <p><b>DOK 2</b> 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</p> <p><b>DOK 3</b> 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</p>
<p><b>Language</b> <b>Conventions of Standard English</b></p> <p><b><u>L.11-12.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>12.1</u></b> English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.</li> </ol>	<p><b>Language</b> <b>Conventions of Standard English</b></p> <p><b><u>L.11-12.1 DOK 1</u></b> Recognize that usage is a matter of convention, can change over time, and is sometimes contested Identify issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed</p> <p><b>DOK 2</b> Demonstrate command of the conventions of standard English grammar and usage when writing: Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s</i></p>

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

- a. Observe hyphenation conventions.
- 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.

Dictionary of English Usage, Garner's Modern American Usage) as needed

**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 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

**DOK 2** Understand: • style • syntax 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** 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 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.

**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 • 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

**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

b. Analyze nuances in the meaning of words with similar denotations.

**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.

**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 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