

Pojoaque Valley Schools
English Language Arts CCSS Pacing Guide
Grade 11

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 3
2015-2016

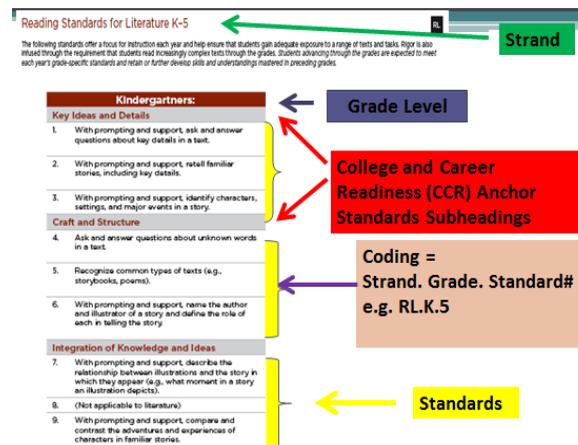
Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.



Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org

<u>Quarterly View of Standards</u> <u>11th Grade English Language Arts Pacing Guide</u> <p style="text-align: right;">Quarter</p>	1	2	3	4
RL 11.1 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.	X	X	X	X
RL 11.2 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.	X			X
RL 11.3 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).	X			X
RL 11.4 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.)	X	X	X	X
RL 11.5 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.	X			X
RL 11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	X			X
RL 11.7 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.)		X		
RL 11.9 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.			X	

	Quarter	1	2	3	4
RI 11.1 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.		X	X	X	X
RI 11.2 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.		X			X
RI 11.3 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.			X		X
RI 11.4 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).		X	X	X	X
RI 11.5 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.				X	X
RI 11.6 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.		X	X		
RI 11.7 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.			X		
RI 11.8 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., <i>The Federalist</i> , presidential addresses).			X	X	
RI 11.9 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.		X	X		
RI 11.10 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.		X	X	X	X

	Quarter	1	2	3	4
W 11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		X	X		
W 11.2 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.				X	
W 11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					X
W 11.4 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.)		X	X	X	X
W 11.5 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 1112.)		X	X	X	X
W 11.6 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.			X		
W 11.7 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.			X	X	
W 11.8 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.			X	X	
W 11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	X	X
W 11.10 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.		X	X	X	X
SL 11.1 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.		X	X	X	X

	Quarter	1	2	3	4
SL 11.3 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.			X		
SL 11.4 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.			X	X	
SL 11.5 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.			X		X
SL 11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)	X	X			
L 11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X
L 11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X	X
L 11.3 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.	X	X	X	X	X
L 11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.	X	X	X	X	X
L 11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X	X	X
L 11.6 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.			X		

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 11	Standard 1 (RL.11.1)
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.	Quarter 1: Recognize strong and thorough textual evidence within the text 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)	Quarter 2: Recognize strong and thorough textual evidence within the text 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)	Quarter 3: Recognize strong and thorough textual evidence within the text 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)	Quarter 4: Recognize strong and thorough textual evidence within the text 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)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze the meaning of a variety of types of texts by explaining explicit ideas and drawing inferences</p> <p>provide strong and thorough pieces of textual evidence to support analysis</p> <p>determine where the text is vague</p>	<p>strong and thorough</p> <p>textual evidence</p> <p>support analysis</p> <p>explicit</p> <p>inference</p>	<p>Students know:</p> <p>techniques for analyzing the meaning of a text</p> <p>explicit details are used to support a textual analysis</p> <p>inferences are used to support a textual analysis</p> <p>the strength of an analysis depends upon relevance and thoroughness of supporting evidence</p> <p>texts can be ambiguous</p>	<p>Students understand/are able to:</p> <p>analyze the meaning of a text</p> <p>support analysis with explicit ideas from a text</p> <p>support analysis with inferences about a text</p> <p>prioritize quality of textual evidence to select strong supporting examples</p> <p>thoroughly explain textual evidence to support analysis</p> <p>identify textual ambiguity</p> <p>apply these strategies to a variety of types of informational texts</p> <p>Students understand that an analysis of a text uses strong and thorough textual evidence to explain explicit understandings, inferences, and textual ambiguities.</p>	<p>Level IV Students will: EERL.11-12.1. Cite evidence to support inferences when the text leaves matters uncertain. Ex. Use two or more pieces of textual evidence to support an inference about missing information in the story. Ex. Cite events and the outcome of a story to project future possibilities when the author leaves the reader hanging.</p> <p>Level III Students will: EERL.11-12.1. Cite textual evidence to determine where the text leaves matters uncertain. Ex. When asked, “What does the story hint at that you wish you knew more about?,” the student cites text that provides the hint.</p> <p>Level II Students will: EERL.11-12.1. Recognize when the text leaves matters uncertain. Ex. Recognize that information is missing from the story. Ex. Given a text projected on an interactive whiteboard, highlight the parts of the text that surround missing information.</p> <p>Level I Students will: EERL.11-12.1. With guidance and support, recognize when a story does not answer a question. Ex. Identify something you don’t know from the story. Ex. Identify (via pictures or spoken word) something else not stated you would like to know about a character in the passage. Ex. Recognize when the story ends so that you don’t know what happens next (e.g., The teacher asks, “What happens next?” referring to the last event in the story and the student responds with a shrug.).</p>

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 11	Standard 2 (RL.11.2)
<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Quarter 1:</p> <p>Identify two or more themes or central ideas of a text.</p> <p>Explain how the themes or central ideas interact and build on one another to produce a complex account</p> <p>Know how to write an objective summary</p> <p>Analyze how the text develops two or more central ideas or themes throughout a text</p> <p>Interpret how the text supports the themes or central ideas to produce a complex account of the text.</p> <p>Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>Identify two or more themes or central ideas of a text.</p> <p>Explain how the themes or central ideas interact and build on one another to produce a complex account</p> <p>Know how to write an objective summary</p> <p>Analyze how the text develops two or more central ideas or themes throughout a text</p> <p>Interpret how the text supports the themes or central ideas to produce a complex account of the text.</p> <p>Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>objectively summarize a text including an analysis of two or more central ideas or themes over the course of a text</p> <p>explain how the central ideas or themes work together to develop complexity</p>	<p>determine theme</p> <p>central idea</p> <p>text</p> <p>analyze development</p> <p>text complexity</p> <p>objective summary</p>	<p>Students know:</p> <p>qualities of an objective summary</p> <p>themes or central ideas are developed over the course of a text</p> <p>ideas and themes develop and work together to produce text complexity</p>	<p>Students understand/are able to:</p> <p>objectively summarize a text</p> <p>analyze the development of a theme or central idea over the course of a text</p> <p>analyze how two or more themes or ideas intertwined to make the text more complex</p> <p>Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERL.11-12.2. Provide an objective summary of an unfamiliar text. Ex. When asked to summarize an unfamiliar text “in your own words,” provide an objective summary of the complete text.</p> <p>Level III Students will: EERL.11-12.2. Provide a summary of an unfamiliar text. Ex. When asked to summarize a text, provide a summary. Ex. Provide a written summary of a story.</p> <p>Level II Students will: EERL.11-12.2. Provide a summary of a portion of a text. Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.). Ex. While reading a story, summarize what happened (e.g., The teacher stops after reading an important episode and asks the student to summarize what happened.).</p> <p>Level I Students will: EERL.11-12.2. Identify a title for a text. Ex. Given an array of possible choices for a text, identify a plausible title.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 11	Standard 3 (RL.11.3) On EOC Blueprint
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).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	<p>Identify key elements of a story or drama</p> <p>Identify key choices the author made that relate elements of the story</p> <p>Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama</p> <p>Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story</p>			<p>Identify key elements of a story or drama</p> <p>Identify key choices the author made that relate elements of the story</p> <p>Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama</p> <p>Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze the impact of the author's choices regarding setting, structure and character development to develop the story</p>	<p>analyze</p> <p>author's choices</p> <p>develop and relate elements of a story or drama</p> <p>develop</p> <p>ordered</p> <p>impact</p> <p>setting</p> <p>structure</p> <p>character development</p>	<p>Students know:</p> <p>different choices authors possess in developing a story or drama</p> <p>how setting, structure and character development impact a story or drama</p> <p>techniques for analyzing elements of a story or drama</p>	<p>Students understand/are able to:</p> <p>identify elements of a story or drama</p> <p>analyze how the author's choices impacted the story or drama</p> <p>analyze how setting structure and character development are related to develop a story or drama</p> <p>Students understand that plot and character development and motivation in a story are dynamic and lead to a better understanding of other perspectives and cultures</p>	<p>Level IV Students will: EERL.11-12.3. Explain how story elements impact how characters develop over the course of the story. Ex. Explain how the change of the setting impacts the development of the character. Ex. Explain how events impact the development of a character (e.g., A character's reaction to something that happens in the story that changes what the character does next.).</p> <p>Level III Students will: EERL.11-12.3. Explain how characters develop over the course of a story. Ex. Explain how the character's feelings change throughout the story. Ex. Explain how the character's leadership changes over the course of the story.</p> <p>Level II Students will: EERL.11-12.3. Describe a character. Ex. Select several words from a C device that describe the character. Ex. Using a graphic organizer, record words that describe a character.</p> <p>Level I Students will: EERL.11-12.3. Identify a word that describes a character. Ex. Identify a word from a list of adjectives that describes the character.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 11	Standard 4 (RL.11.4) On EOC Blueprint	
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.)	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	Identify: <ul style="list-style-type: none"> • 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	Identify: <ul style="list-style-type: none"> • 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	Identify: <ul style="list-style-type: none"> • 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	Identify: <ul style="list-style-type: none"> • 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	
	Determine the: <ul style="list-style-type: none"> • meanings of words and phrases • figurative meanings of words and phrases • connotative meanings of words and phrases as they are used in a text	Determine the: <ul style="list-style-type: none"> • meanings of words and phrases • figurative meanings of words and phrases • connotative meanings of words and phrases as they are used in a text	Determine the: <ul style="list-style-type: none"> • meanings of words and phrases • figurative meanings of words and phrases • connotative meanings of words and phrases as they are used in a text	Determine the: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful 	Analyze the impact of specific words on meaning and tone, including: <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful 	Analyze the impact of specific words on meaning and tone, including: <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful 	Analyze the impact of specific words on meaning and tone, including: <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful 	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand figurative and connotative meanings</p> <p>analyze the overall impact of word choices on meaning and tone</p> <p>analyze the impact of words with multiple meanings</p> <p>notice the impact of language chosen to enhance beauty engagement from a variety of sources including Shakespeare</p>	<p>determine the meaning of words and phrases</p> <p>text</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>analyze</p> <p>word choice</p> <p>multiple meanings</p> <p>tone</p>	<p>Students know:</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>words and phrases can be used in multiple ways including figuratively or connotatively</p> <p>an author's use of words impacts the meaning and tone of a text</p> <p>how words with multiple meanings can impact the meaning of text</p> <p>how words can be used to add beauty and engagement to a text</p>	<p>Students understand/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>determine the meaning of words with multiple meanings</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>analyze an author's use of word choice to create meaning</p> <p>explain the impact of word choice in regard to beauty or engagement</p> <p>Students understand that an author's word choice shapes the meaning and tone of a text.</p>	<p>Level IV Students will: EERL.11-12.4. Give two or more examples of how the author's choices of words and phrases impact the meaning(s) and tone of the story. Ex. Select examples from the story and explain how the words or phrases impact meaning. Ex. Choose words or phrases that would change the story if multiple meaning words were substituted.</p> <p>Level III Students will: EERL.11-12.4. Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text. Ex. Interpret word meanings within a passage according to connotation (tone, emotion) or context. Ex. Locate an example that shows how the author's choice of words impacts the meaning and tone of the story.</p> <p>Level II Students will: EERL.11-12.4. Identify meaning of multiple meaning words as they are used in a text. Ex. Identify the meaning of sink and crash when they are used in a book to mean descend and done rapidly (e.g., The foundation of his house was starting to sink. He took a <i>crash</i> course to learn how to fix it.).</p> <p>Level I Students will: EERL.11-12.4. Identify the meaning of words as they are used in a text. Ex. Identify a picture that represents the meaning of a word as it is used in a text.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 11	Standard 5 (RL.11.5) On EOC Blueprint
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify the author’s specific style choices			Identify the author’s specific style choices
	Identify aesthetic impact: <ul style="list-style-type: none"> • (e.g., historical context • emotional appeal • and artistic appeal) 			Identify aesthetic impact: <ul style="list-style-type: none"> • (e.g., historical context • emotional appeal • and artistic appeal)
	Analyze how the author’s choices contribute to the: <ul style="list-style-type: none"> • overall structure • meaning • aesthetic impact 			Analyze how the author’s choices contribute to the: <ul style="list-style-type: none"> • overall structure • meaning aesthetic impact

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze how an author's choices in regard to structuring specific parts of a text contribute to overall structure and aesthetic impact of a text</p>	<p>analyze</p> <p>structure</p> <p>texts</p> <p>comedic or tragic resolution</p> <p>meaning</p> <p>aesthetic impact</p>	<p>Students know:</p> <p>form and structure of a variety of types of literature</p> <p>variety in structuring specific parts of a text</p> <p>how to determine the aesthetic impact of a text</p> <p>how to determine the meaning of a text</p>	<p>Students understand/are able to:</p> <p>analyze the form or structure of literature</p> <p>determine what choices were made by the author to enhance the intended meaning.</p> <p>analyze how elements of a text's structure were manipulated to contribute to overall meaning and impact</p> <p>support thinking with textual evidence</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and contribute to the overall meaning.</p>	<p>Level IV Students will: EERL.11-12.5. Explain how the story would be different if the author chose to end it at a different point. Ex. Stop at different times in a story and determine how the meaning would be different if it ended at a different point. Ex. Tell how the meaning would be different if the author chose to end it at a different point.</p> <p>Level III Students will: EERL.11-12.5. Determine how the author's choice of where to end the story contributes to the meaning. Ex. Determine how the story would be different if it ended at a different point (e.g., before Scrooge went to visit the Cratchet family). Ex. Tell how the meaning of the story would change if the author chose to end it at a different point.</p> <p>Level II Students will: EERL.11-12.5. Identify alternative endings that match the overall meaning of the story. Ex. After reading a story and demonstrating understanding of the overall meaning, select an alternative ending that would change the meaning of the story from a choice of three.</p> <p>Level I Students will: EERL.11-12.5. Identify the beginning and ending of a story. Ex. Using sequence cards, select or point to beginning and ending.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.					
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 11	Standard 6 (RL.11.6) On EOC Blueprint	
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).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	<p>Recognize:</p> <ul style="list-style-type: none"> • denotation/connotation and/or • literal/non-literal meaning <p>Identify examples, such as:</p> <ul style="list-style-type: none"> • satire • sarcasm • irony • understatement <p>from the text</p> <p>Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement)</p> <p>Using the non-literal interpretation, identify the author’s point of view</p> <p>Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text</p>			<p>Recognize:</p> <ul style="list-style-type: none"> • denotation/connotation and/or • literal/non-literal meaning <p>Identify examples, such as:</p> <ul style="list-style-type: none"> • satire • sarcasm • irony • understatement <p>from the text</p> <p>Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement)</p> <p>Using the non-literal interpretation, identify the author’s point of view</p> <p>Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>grasp a particular point of view by distinguishing between what was stated directly and what was meant through the use of satire, sarcasm, irony, or understatement.</p>	<p>analyze</p> <p>case</p> <p>points of view</p> <p>distinguishing</p> <p>directly stated</p> <p>satire</p> <p>sarcasm</p> <p>irony</p> <p>understatement</p>	<p>Students know:</p> <p>different types of point of view</p> <p>words directly stated in text are not always meant literally</p> <p>the techniques of sarcasm, satire, irony and understatement</p> <p>vocabulary: sarcasm, satire, irony, understatement</p>	<p>Students understand/are able to:</p> <p>analyze a specific point of view</p> <p>distinguish directly stated text from real meaning.</p> <p>understand use the techniques of sarcasm, satire, irony and understatement to determine true meaning in a text</p> <p>Students understand that point of view can vary based upon cultural experience in relation to world literature.</p>	<p>Level IV Students will: EERL.11-12.6. Describe the difference between what the author or a character said and what he or she really meant. Ex. Given something an author said, select from choices a statement that best describes what the author really meant.</p> <p>Level III Students will: EERL.11-12.6. Identify the intended meaning to match what an author wrote. Ex. From choices, select an example of when an author said one thing but meant another (e.g., The author said “That’s just great!” but really meant “That’s not good.”).</p> <p>Level II Students will: EERL.11-12.6. Recognize the literal meaning of what the author said. Ex. Identify the picture that best illustrates a sentence written by the author. Ex. Given choices, identify a word or phrase that means the same thing as what the author intended.</p> <p>Level I Students will: EERL.11-12.6. Identify something a character said. Ex. Given choices, identify something a character said.</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*					
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 11	Standard 7 (RL.11.7)	
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.)	Quarter 1:	Quarter 2: Define source text Identify two or more interpretations of text (story, drama, poem) Explain multiple interpretations: <ul style="list-style-type: none"> • 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	Quarter 3:	Quarter 4:	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/ or speaking to:</p> <p>analyze multiple interpretations of a work (e.g. story, drama, poem)</p> <p>evaluate the medium's interpretation of the source text including those of both Shakespeare and American dramatists</p>	<p>analyze</p> <p>interpretation</p> <p>evaluate</p> <p>source text</p> <p>Shakespeare</p> <p>dramatist</p> <p>poem</p> <p>story</p> <p>drama</p> <p>recorded</p> <p>live production</p>	<p>Students know:</p> <p>various treatments of a story, drama or poem are not always the same as the source text</p> <p>interpretative techniques for evaluating stories, poems, and dramas</p> <p>techniques for documenting differences between different artistic mediums</p> <p>vocabulary: artistic mediums</p>	<p>Students understand/are able to:</p> <p>analyze various interpretations of a source text</p> <p>evaluate how the medium interprets the source text</p> <p>include a range of dramatists from American writers to Shakespeare in evaluatory and interpretive activities</p> <p>support thinking with examples from the text</p> <p>Students understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>Level IV Students will:</p> <p>EERL.11-12.7. Compare and contrast two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p> <p>Ex. Using a graphic organizer (e.g., a Venn diagram), compare and contrast a story, poem, or drama presented in different ways.</p> <p>Ex. Given two opinions of what a story’s message is and explain the differences between them.</p> <p>Level III Students will:</p> <p>EERL.11-12.7. Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p> <p>Ex. Using a graphic organizer, compare two ways that the same character is presented in two different interpretations of the same story (e.g., In the video, this person was bad; in the story, this person was good.).</p> <p>Ex. Compare two ways that the same event is presented in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.).</p> <p>Level II Students will:</p> <p>EERL.11-12.7. Compare a familiar story with a video version of the same story.</p> <p>Ex. Using a Venn diagram, find similarities between a familiar story and a video on the same story.</p> <p>Level I Students will:</p> <p>EERL.11-12.7. Identify the familiar book that matches a video version of the same story.</p> <p>Ex. After watching a portion of a video based on a familiar story, select the book that matches the video from a selection of two or more books.</p>

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College and Career Readiness (CCR) Anchor Standard 9: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*					
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 11	Standard 9 (RL.11.9)	
<p>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.</p>		<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Describe the historical context of _____ (18th, 19th, or 20th) century</p> <p>Identify foundational works of _____ (18th, 19th, or 20th) century</p> <p>Distinguish between theme and topic</p> <p>Determine the theme or themes of foundational works of American Literature</p> <p>Compare/contrast the treatment of similar themes from two or more texts from the _____ (18th, 19th, or early 20th) century</p> <p>Compare/contrast the treatment of similar topics from two or more texts from the _____ (18th, 19th, early 20th) century</p>	<p>Quarter 4:</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>demonstrate knowledge of foundational works of American literature spanning the eighteenth, nineteenth, and early twentieth centuries, including how texts from the same time periods treat similar themes or topics</p>	<p>demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature</p> <p>treat similar topics or themes</p>	<p>Students know:</p> <p>texts reflect important issues of the time period in which they were written</p> <p>texts from the same time periods can treat topics differently</p>	<p>Students understand/are able to:</p> <p>analyze an author's manipulation of a work</p> <p>demonstrate understanding of American literature</p> <p>analyze the differing interpretations of texts on similar themes from the same period</p> <p>Students understand that stories discuss common topics and themes to help the reader understand varied perspectives.</p>	<p>Level IV Students will: EERL.11-12.9. Analyze how elements of American literature relate to other literary works, self, and the world. Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to own experience. Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to world literature.</p> <p>Level III Students will: EERL.11-12.9. Compare and contrast elements of American literature to other literary works, texts, self, or one's world. (Compare themes, topics, locations, context, and point of view.) Ex. Compare and contrast common themes across more than one source of American literature (e.g., "What is something you have read about in more than one book or story?"). Ex. Compare and contrast the settings of a work of American literature and another literary works.</p> <p>Level II Students will: EERL.11-12.9. Compare and contrast elements of American literature to self. Ex. Compare relationships of characters in the story and their relationships with others (e.g., "He has a friend and I do too."). Ex. Compare and contrast the setting (time and location) of the story and where they live (e.g., "The story was long ago, not today.").</p> <p>Level I Students will: EERL.11-12.9. Identify similarities between elements of American literature and self. Ex. Identify similarities between the character(s) in a piece of American literature and self (e.g., "both boys"). Ex. Identify similarities between the setting in a piece of American literature and where they live (e.g., "trees").</p>

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College and Career Readiness (CCR) Anchor Standard 10: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 11	Standard 10 (RL.11.10)	
<p>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.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Quarter 1:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed</p>	<p>Quarter 2:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed</p>	<p>Quarter 3:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed</p>	<p>Quarter 4:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (qualitative, Quantitative & Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate CCR complexity (qualitative, quantitative and Reader and Task) as seen in standards 1 – 9, with scaffolding as needed</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>With scaffolding as needed, students:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p>	<p>read and comprehend literature stories dramas poetry</p> <p>grade 11 - CCR text complexity band</p> <p>proficiently</p> <p>scaffolding as needed</p> <p>high end of the range</p>	<p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand/are able to:</p> <p>make meaning from appropriately complex stories, dramas, and poems</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p>	

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 11	Standard 1 (RI.11.1) On EOC Blueprint
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Recognize strong and thorough textual evidence within the text	Recognize strong and thorough textual evidence within the text	Recognize strong and thorough textual evidence within the text	Recognize strong and thorough textual evidence within the text
	Identify the textual evidence that supports analysis of what the text says explicitly	Identify the textual evidence that supports analysis of what the text says explicitly	Identify the textual evidence that supports analysis of what the text says explicitly	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	Explain inferences drawn from the text Interpret how the text uses ambiguity or leaves matters uncertain	Explain inferences drawn from the text Interpret how the text uses ambiguity or leaves matters uncertain	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)	Cite strong and thorough textual evidence to support the text (explicit and inferred)	Cite strong and thorough textual evidence to support the text (explicit and inferred)	Cite strong and thorough textual evidence to support the text (explicit and inferred)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students analyze the meaning of a variety of types of texts by:</p> <ul style="list-style-type: none"> explaining explicit ideas drawing inferences providing strong and thorough pieces of textual evidence to support analysis determining where the text is vague 	<p>strong and thorough textual evidence</p> <p>analysis</p> <p>explicit</p> <p>inferences</p> <p>text</p>	<p>Students know:</p> <ul style="list-style-type: none"> techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis the strength of an analysis depends upon relevance and thoroughness of supporting evidence texts can be ambiguous 	<p>Students understand/are able to:</p> <ul style="list-style-type: none"> analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text prioritize quality of textual evidence to select strong supporting examples thoroughly explain textual evidence to support analysis identify textual ambiguity apply these strategies to a variety of types of informational texts Students understand that an analysis of a text uses strong and thorough textual evidence to explain explicit understandings, inferences, and textual ambiguities. 	<p>Level IV Students will: EERI.11-12.1. Cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose. Ex. Use textual evidence to make inferences about information that is missing or uncertain in the text. Ex. Describe how claims are used in propaganda to persuade opinions.</p> <p>Level III Students will: EERI.11-12.1. Cite textual evidence to determine where informational text leaves matters uncertain. Ex. Use evidence from the text to identify where information is missing or uncertain or ambiguous. Ex. Cite details as evidence for conjectures about what might happen that was not stated in text (e.g., <i>The man will get the job because he answered all the questions in the interview.</i>). Ex. Explain how stated information is used to support unstated opinions. Ex. Tell if people will buy a product of a commercial because the commercial is believable or not.</p> <p>Level II Students will: EERI.11-12.1. Identify meaning(s) and purpose of the text. Ex. Identify that information is missing from the text. Ex. Identify the intended audience for the text.</p> <p>Level I Students will: EERI.11-12.1. Identify types of informational texts. Ex. Identify one key idea in the text. Ex. Sequence events in the text.</p>

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 11	Standard 2 (RI.11.2) On EOC Blueprint
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	<p>Identify central ideas of the text.</p> <p>Identify specific details that support the development of central ideas</p> <p>Define complex analysis</p> <p>Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis</p> <p>Interpret how the text supports key ideas with specific details</p> <p>Formulate an objective summary that includes how two or more central ideas interact and build on one another to provide a complex analysis</p>			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to objectively summarize a variety of informational texts including:</p> <p>an analysis of the development of two or more central ideas over the course of a text</p> <p>how they interact and build on one another to create a complex picture of the subject or topic</p>	<p>determine central ideas text</p> <p>analyze development how they interact and build on one another</p> <p>complex analysis</p> <p>objective summary</p>	<p>Students know:</p> <p>the qualities of an objective summary</p> <p>central ideas are developed over the course of a text</p> <p>specific details build on each other to create a complex analysis of the subject or topic</p>	<p>Students understand/are able to:</p> <p>objectively summarize a text</p> <p>analyze the development of a central idea over the course of a text</p> <p>explain how specific details build on each other to create a complex analysis of a subject or topic</p> <p>apply these strategies to a variety of types of informational texts</p> <p>Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERI.11-12.2. Provide a summary of an informational text for a specified purpose. Ex. Summarize a newspaper article to use in answering discussion questions about a current event. Ex. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested. Ex. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information.</p> <p>Level III Students will: EERI.11-12.2. Provide a summary of an informational text. Ex. Summarize a newspaper article on a current event. Ex. Summarize what they did in a laboratory procedure. Ex. Summarize key events from a historical text.</p>

				<p>Level II Students will: EERI.11-12.2. Provide a summary of a portion of a text. Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.). Ex. While reading an informational text, summarize what happened (e.g., The teacher stops after reading an important section and asks the student to summarize what happened.).</p> <p>Level I Students will: EERI.11-12.2. Identify forms of media. Ex. Name the types of media (e.g., “Which one is a newspaper?”). Ex. Describe the type of information presented in media.</p>
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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 11	Standard 3 (RI.11.3) On EOC Blueprint
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify: <ul style="list-style-type: none"> • complex sets of ideas • complex sequences of events Analyze a: <ul style="list-style-type: none"> • complex set of ideas • complex sequence of events Explain how specific: <ul style="list-style-type: none"> • individual • ideas • events interact and develop throughout a text		Identify: <ul style="list-style-type: none"> • complex sets of ideas • complex sequences of events Analyze a: <ul style="list-style-type: none"> • complex set of ideas • complex sequence of events Explain how specific: <ul style="list-style-type: none"> • individual • ideas • events interact and develop throughout a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>analyze the way in which an author crafts a complex set of ideas or sequence of events in regard to how specific individuals, ideas, or events interact and develop</p>	<p>analyze</p> <p>complex set of ideas or sequence of events</p> <p>explain</p> <p>events interact and develop</p>	<p>Students know:</p> <p>how to interpret complex ideas</p> <p>individuals, ideas and events work together to a develop greater purpose in text</p>	<p>Students understand/are able to:</p> <p>analyze complex ideas and events in a text</p> <p>analyze and explain how individuals, ideas, and events work together in a text</p> <p>define the development of a text through its personalities, the events or the ideas</p> <p>Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERI.11-12.3. Explain how several events develop and interact over the course of the text. Ex. Explain the impact of event A on event B in the text. Ex. Infer what would happen in the text if event A did not occur.</p> <p>Level III Students will: EERI.11-12.3. Explain how specific events develop over the course of the text. Ex. Explain how the actions of one individual result in the actions of another individual (e.g., “The man robbed a bank so the policeman arrested him.”). Ex. Given a series of statements from an informational text reflecting how one action led to another, put them in correct sequence.</p> <p>Level II Students will: EERI.11-12.3. Identify the relationship between events in an informational text. Ex. Identify an event from an informational text that resulted from a previous event (e.g., Given a picture of lava running down the side of a mountain, the student selects from two choices a picture of a volcano exploding.). Ex. Given an event from an informational text, match it to the next likely occurrence.</p> <p>Level I Students will: EERI.11-12.3. Match informational sources. Ex. Match historical documents on the same topic (e.g., similar words in title or heading). Ex. Match media danger warnings (e.g., radio or television for tornados) to warning signs (e.g., Directions to go to basement during a tornado warning.).</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 11	Standard 4 (RI.11.4) On EOC Blueprint
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 <i>faction</i> in <i>Federalist No. 10</i>).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify: <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text	Identify: <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text	Identify: <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text	Identify: <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text
	Identify key terms in a text			
	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> figurative connotative technical meanings	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> figurative connotative technical meanings	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> figurative connotative technical meanings	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> figurative connotative technical meanings
	Analyze how an author uses and refines the meaning of a key term over the course of a text	Analyze how an author uses and refines the meaning of a key term over the course of a text	Analyze how an author uses and refines the meaning of a key term over the course of a text	Analyze how an author uses and refines the meaning of a key term over the course of a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand figurative, connotative, and technical meanings</p> <p>analyze the overall meaning of a key term over the course of a text</p> <p>analyze how an author uses and refines a key term to develop its meaning over the course of a text</p>	<p>determine the meaning of words and phrases in text</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>technical meaning</p> <p>analyze</p> <p>refines key terms</p> <p>meaning</p>	<p>Students know:</p> <p>definition of: figurative, connotative, technical, meaning</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>words and phrases can be used in multiple ways including figuratively, connotatively, or technically</p> <p>an author's use of a key term is refined over the course of a text</p>	<p>Students understand/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>identify and explain technical language with textual support</p> <p>analyze an author's use of word choice to create meaning</p> <p>analyze an author's depiction of a word through refinement throughout the text</p> <p>Students understand that an author's word choice shapes the meaning and tone of a text.</p>	<p>Level IV Students will: EERI.11-12.4. Determine the meaning of phrases used in an informational text. Ex. Match figurative drawings with meanings. Ex. Explain how word choice impacts the meaning and purpose of an informational text (e.g., using words like <i>danger</i> tells the reader the text is about safety).</p> <p>Level III Students will: EERI.11-12.4. Determine the meaning of words or phrases within an informational text. Ex. Identify words or phrases with multiple meanings. Ex. Use context to determine the meaning of words in an informational text.</p> <p>Level II Students will: EERI.11-12.4. Identify the meaning of words. Ex. Given more than one meaning, match words with their meanings. Ex. Given more than one picture, match words with the appropriate picture that best demonstrates the meaning of the word. Ex. Identify informational words important to the student (e.g., <i>library, computer, textbooks, study hall</i>, and other content-specific vocabulary.).</p> <p>Level I Students will: EERI.11-12.4. Match a word to a picture from a text. Ex. Match a word to a picture, drawing, or sketch.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 11	Standard 5 (RI.11.5) On EOC Blueprint
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			<p>Identify the structure of the exposition or argument</p> <p>Identify the points an author makes in an exposition or argument</p> <p>Based on the structure of the exposition or argument:</p> <ul style="list-style-type: none"> • 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 <p>Analyze the overall effectiveness of the structure of the exposition or argument</p>	<p>Identify the structure of the exposition or argument</p> <p>Identify the points an author makes in an exposition or argument</p> <p>Based on the structure of the exposition or argument:</p> <ul style="list-style-type: none"> • 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 <p>Analyze the overall effectiveness of the structure of the exposition or argument</p>
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.				

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze and evaluate whether the structure of an exposition or argument makes points clear, convincing, and engaging</p>	<p>analyze</p> <p>evaluate</p> <p>effectiveness</p> <p>structure</p> <p>exposition</p> <p>argument</p> <p>texts</p> <p>clear</p> <p>convincing</p> <p>engaging</p> <p>meaning</p>	<p>Students know:</p> <p>form and structure of a variety of expositions and arguments</p> <p>what an effective argument or exposition looks like structurally</p> <p>what makes an argument or exposition convincing, engaging and clear</p>	<p>Students understand/are able to:</p> <p>analyze the effectiveness of an author's structuring of an argument or exposition.</p> <p>analyze how the elements of the argument's structure promotes clarity, convincing, and engagement</p> <p>support thinking with textual evidence</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and to develop ideas.</p>	<p>Level IV Students will: EERI.11-12.5. Explain how the author's choice of structure makes an argument more convincing. Ex. Read or listen to an informational text and indicate which phrases support the author's argument and tell how those phrases make the author's argument more convincing.</p> <p>Level III Students will: EERI.11-12.5. Determine how the author's choice of where to make an argument contributes to the meaning. Ex. Show where in an informational text an author makes an argument and tell how that choice makes the argument more convincing (e.g., You pay attention to details because the argument is up-front instead of being put in the middle.). Ex. Identify transitional words that allow the reader to follow the argument the author is making (e.g., <i>first, then, next, and last</i>).</p> <p>Level II Students will: EERI.11-12.5. Identify key words that support author's choice of structure. Ex. Read or listen to a story and identify the key words in an informational text. Ex. Given word choices, identify the bold or italicized words.</p> <p>Level I Students will: EERI.11-12.5. Identify bold words. Ex. Point to or otherwise indicate words that are in bold type in a text.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.					
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 11	Standard 6 (RI.11.6) On EOC Blueprint	
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	Identify: <ul style="list-style-type: none"> • rhetorical techniques • persuasive techniques • stylistic techniques Explain the author’s point of view or purpose Analyze how an author uses crafts and details to develop ideas Determine how the author uses rhetorical devices to influence the audience Analyze : <ul style="list-style-type: none"> • how style and content support the point of view or purpose • the effects of style and content as they contribute to the effectiveness 	Identify: <ul style="list-style-type: none"> • rhetorical techniques • persuasive techniques • stylistic techniques Explain the author’s point of view or purpose Analyze how an author uses crafts and details to develop ideas Determine how the author uses rhetorical devices to influence the audience Analyze : <ul style="list-style-type: none"> • how style and content support the point of view or purpose • the effects of style and content as they contribute to the effectiveness 			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>determine an author's point of view or purpose</p> <p>analyze how the author uses rhetoric effectively to promote point of view</p> <p>analyze how the author's content and style contribute to the overall power, persuasiveness, and aesthetics of a text</p>	<p>determine</p> <p>author's point of view</p> <p>author's purpose</p> <p>rhetoric</p> <p>effective</p> <p>style</p> <p>content</p> <p>power, persuasiveness, and beauty of a text</p> <p>analyze</p>	<p>Students know:</p> <p>rhetorical techniques an author uses to develop point of view or purpose</p> <p>how authors use rhetorical devices to effectively promote point of view</p> <p>how an author's style combined with content contribute to an effective and aesthetically pleasing text</p>	<p>Students understand/are able to:</p> <p>determine an author's point of view or purpose</p> <p>analyze how an author uses rhetorical strategies to develop point of view effectively</p> <p>analyze an author's style in a text</p> <p>analyze and discuss how the overall effect of a text's power, persuasiveness and beauty are impacted by the author's choices.</p> <p>Students understand that an author deliberately selects and shapes a point of view or purpose.</p>	<p>Level IV Students will: EERI.11-12.6. Determine the author's point of view and explain how the author's style affects the purpose of the text. Ex. Identify key words or phrases that demonstrate the author's opinions. Ex. Describe the author's feelings on the subject and select words or phrases that exemplify the author's style.</p> <p>Level III Students will: EERI.11-12.6. Determine how the author's style affects the purpose of the text. Ex. Select word choice from the text that suggest its purpose (e.g., <i>happy, sad, excited, danger, warning, caution</i>). Ex. Select words or phrases that exemplify the author's style.</p> <p>Level II Students will: EERI.11-12.6. Determine an author's purpose. Ex. "What is the author trying to tell you?" Ex. Given choices (e.g., <i>to tell how to do something, to keep people safe</i>), answer, "Why do you think the author wanted to write this?"</p> <p>Level I Students will: EERI.11-12.6. Identify the purpose of informational text. Ex. Identify what information a graph depicts (e.g., meaning of warning signs). Ex. Given a word and a choice of purpose, identify the purpose (e.g., danger, location name, directions).</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*					
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 11	Standard 7 (RI.11.7)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
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.		<p>Identify various sources of information presented in diverse media and formats (e.g., visually, quantitatively)</p> <p>Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to :</p> <ul style="list-style-type: none"> • address a question • solve a problem <p>Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to:</p> <ul style="list-style-type: none"> • address a question • solve a problem 			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>evaluate and integrate multiple sources of information from visual, quantitative, and word formats to address questions or problem solve</p>	<p>integrate</p> <p>evaluate</p> <p>multiple sources of information</p> <p>media</p> <p>formats</p> <p>visual and quantitative</p> <p>address</p> <p>solve a problem</p>	<p>Students know:</p> <p>techniques for evaluating multiple sources of information</p> <p>a variety of media and formats</p> <p>techniques for integrating sources to address questions and problem solve</p>	<p>Students understand/are able to:</p> <p>evaluate multiple sources of information</p> <p>integrate multiple sources of information to address questions and solve problems</p> <p>understand, use and information from a variety of media and formats</p> <p>evaluate</p> <p>Students understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>Level IV Students will:</p> <p>EERI.11-12.7. Compare and analyze information presented from different media to answer questions or solve problems. Ex. Compare information from two computer or digital sources to determine the best information to complete research to answer questions or solve problems.</p> <p>Ex. Compare information for two types of media and determine which best answers the questions or solves the problem.</p> <p>Level III Students will:</p> <p>EERI.11-12.7. Analyze information presented in different media on related topics to answer questions or solve problems. Ex. Use visuals to answer questions. Ex. Use a computer or digital device to answer questions or complete research to answer questions.</p> <p>Level II Students will:</p> <p>EERI.11-12.7. Use visually presented material to answer questions. Ex. Select a picture that indicates an answer to questions. Ex. Use visuals to illustrate answers to questions or identify key information from text. Ex. Use graphics to answer questions.</p> <p>Level I Students will:</p> <p>EERI.11-12.7. Attend to text in various media. Ex. Track information presented on a computer screen. Ex. Follow directions from a basic instructional video.</p>

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College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 11	Standard 8 (RI.11.8) On EOC Blueprint	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
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., <i>The Federalist</i>, presidential addresses).		Explain constitutional principle Recognize elements of legal reasoning Define public advocacy Identify the: <ul style="list-style-type: none"> • premises • purposes • arguments in works of public advocacy Delineate the reasoning in U.S. seminal text(s) including: <ul style="list-style-type: none"> • application of constitutional principles • use of legal reasoning Delineate works of public advocacy, including: <ul style="list-style-type: none"> • premises • purposes • arguments 	Explain constitutional principle Recognize elements of legal reasoning Define public advocacy Identify the: <ul style="list-style-type: none"> • premises • purposes • arguments in works of public advocacy Delineate the reasoning in U.S. seminal text(s) including: <ul style="list-style-type: none"> • application of constitutional principles • use of legal reasoning Delineate works of public advocacy, including: <ul style="list-style-type: none"> • premises • purposes • arguments 		

		<p>Evaluate the reasoning in important U.S. texts, including:</p> <ul style="list-style-type: none"> • application of constitutional principles • use of legal reasoning <p>Evaluate works of public advocacy, including:</p> <ul style="list-style-type: none"> • premises • purposes • arguments 	<p>Evaluate the reasoning in important U.S. texts, including:</p> <ul style="list-style-type: none"> • application of constitutional principles • use of legal reasoning <p>Evaluate works of public advocacy, including:</p> <ul style="list-style-type: none"> • premises • purposes • arguments 	
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>delineate reasoning in original and influential U.S. texts</p> <p>evaluate the reasoning in original and influential U.S. texts</p> <p>evaluate the application of constitutional principles and legal reasoning in U.S. Supreme Court majority opinions and dissents regarding works of public advocacy</p> <p>delineate and evaluate the premises, reasons for and arguments in works of public advocacy</p>	<p>delineate</p> <p>evaluate seminal U.S. texts</p> <p>application</p> <p>constitutional principles</p> <p>legal reasoning</p> <p>majority opinions</p> <p>dissents</p> <p>text</p> <p>premises</p> <p>purposes</p> <p>arguments</p> <p>works of public advocacy</p>	<p>Students know:</p> <p>techniques for delineating the reasoning in seminal U.S. texts</p> <p>techniques for evaluating reasoning in seminal U.S. texts</p> <p>the application of constitutional principals in texts</p> <p>the impact of the use of legal reasoning in texts</p> <p>the effects and uses of works of public advocacy</p> <p>the arguments and purposes incited in works of public advocacy</p> <p>vocabulary: public advocacy, premise</p>	<p>Students understand/are able to:</p> <p>evaluate the reasoning in an original and substantial U.S. text</p> <p>analyze the application of constitutional principles and legal reasoning in text</p> <p>recognize works of public advocacy</p> <p>evaluate the purpose and arguments regarding works of public advocacy</p> <p>understand and apply legal principals such as majority opinions and dissents to seminal works</p> <p>Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.</p>	<p>Level IV Students will: EERI.11-12.8. Evaluate and explain how U.S. texts inform citizens’ rights to advocate. Ex. Participate in discussion about citizens’ rights. Ex. Create classroom or school rights. Ex. Explain how citizens’ rights outlined in U.S. documents impact society (past and present). Level III Students will: EERI.11-12.8. Explain how U.S. texts inform citizens’ rights. Ex. Given a right stated in a U.S. text, explain what it means to the student. Ex. Illustrate or select clipart to illustrate a right of U.S. citizens provided by the government. Ex. Discuss the relationship between historical U.S. documents and self. Level II Students will: EERI.11-12.8. Identify U.S. citizens’ rights. Ex. Given choices and examples, select their rights. Ex. Given examples of actions, identify those that a person has the right to do. Level I Students will: EERI.11-12.8. Recognize U.S. citizens’ rights. Ex. Given representations of actions and asked if the person has a right to do it (e.g., person hitting someone, person taking something from someone, person going to school, person crossing a street on a walking signal), answers “yes” or “no”.</p>

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas		Grade: 11	Standard 9 (RI.11.9)
<p>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.</p>	<p>Quarter 1:</p> <p>Identify the:</p> <ul style="list-style-type: none"> • theme • purpose • rhetorical features <p>of U.S. documents of historical and literary significance</p> <p>Analyze the:</p> <ul style="list-style-type: none"> • theme • purpose • rhetorical features <p>of U.S. documents of historical and literary significance of _____ (18th, 19th, or 20th century)</p>	<p>Quarter 2:</p> <p>Identify the:</p> <ul style="list-style-type: none"> • theme • purpose • rhetorical features <p>of U.S. documents of historical and literary significance</p> <p>Analyze the:</p> <ul style="list-style-type: none"> • theme • purpose • rhetorical features <p>of U.S. documents of historical and literary significance of _____ (18th, 19th, or 20th century)</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze theme, purpose, and rhetorical features of a variety of foundational U.S. documents of historical and literary significance</p> <p>Students will apply these concepts to documents including:</p> <p>Declaration of Independence</p> <p>Preamble to the Constitution</p> <p>Bill of Rights</p> <p>Abraham Lincoln's Second Inaugural Address</p>	<p>analyze</p> <p>foundational U.S. documents</p> <p>historical significance</p> <p>literary significance</p> <p>Declaration of Independence</p> <p>Preamble to the Constitution</p> <p>Bill of Rights</p> <p>Abraham Lincoln's Second Inaugural Address</p> <p>themes</p> <p>purposes</p> <p>rhetorical features</p>	<p>Students know:</p> <p>the historical and literary significance of seminal U.S. documents</p> <p>techniques for identifying theme, purpose, and rhetorical features in U.S. documents</p> <p>techniques for identifying the use of various rhetorical strategies</p>	<p>Students understand/are able to use writing or speaking to analyze:</p> <p>historical and literary significance of foundational U.S. documents</p> <p>theme in foundational U.S. documents</p> <p>purpose of foundational U.S. documents</p> <p>rhetorical features in foundational U.S. documents</p> <p>Students understand that analyzing several foundational U.S. documents about similar themes and concepts may provide multiple perspectives.</p>	<p>Level IV Students will: EERI.11-12.9. Compare and contrast foundational U.S. documents of historical significance for their purposes. Ex. Shown two historical documents (e.g., Bill of Rights and Constitution) and discussing their purpose with the teacher, indicate the common theme of the historical documents (e.g., rights, freedom).</p> <p>Level III Students will: EERI.11-12.9. Determine the purposes of foundational U.S. documents of historical significance. Ex. Given choices, match the Declaration of Independence to its purpose of separating from England/becoming our own nation. Ex. Given choices, match the Bill of Rights to its purpose of giving rights to U.S. citizens.</p> <p>Level II Students will: EERI.11-12.9. Identify important U.S. documents. Ex. When given choices, select significant U.S. documents (e.g., Bill of Rights, Declaration of Independence).</p> <p>Level I Students will: EERI.11-12.9. Match significant U.S. documents with their representations. Ex. When given visuals of significant U.S. documents, match pictures with the same document.</p>

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.					
Strand: Reading Informational		Cluster: Range of Reading and Level of Text Complexity	Grade: 11	Standard 10 (RI.11.10)	
<p>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>Quarter 1:</p> <p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task)</p>	<p>Quarter 2:</p> <p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task)</p>	<p>Quarter 3:</p> <p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task)</p>	<p>Quarter 4:</p> <p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9</p> <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task)</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts</p>	<p>read and comprehend literary nonfiction text complexity band independently and proficiently high end of the range</p>	<p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand/are able to:</p> <p>make meaning from appropriately complex literary nonfiction</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p>	

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College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
Strand: Writing		Cluster: Text Types and Purposes	Grade: 11	Standard (W.11.1) On EOC Blueprint	
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most</p>	<p>Quarter 1:</p> <p>Recognize organizational patterns in writing</p> <p>Define precise claim and counterclaim</p> <p>Define and generate substantive topics or texts</p> <p>Recognize relevant and sufficient evidence</p> <p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p> <p>Recognize transitional words, phrases, and clauses</p> <p>Recognize formal style and objective tone</p> <p>Recognize concluding statements</p>	<p>Quarter 2:</p> <p>Recognize organizational patterns in writing</p> <p>Define precise claim and counterclaim</p> <p>Define and generate substantive topics or texts</p> <p>Recognize relevant and sufficient evidence</p> <p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p> <p>Recognize transitional words, phrases, and clauses</p> <p>Recognize formal style and objective tone</p> <p>Recognize concluding statements or sections that support the argument</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>	

<p>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.</p> <p>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.</p> <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.</p>	<p>or sections that support the argument presented</p> <p>Explain audience awareness, including knowledge level, concerns, values, and biases</p> <p>Identify norms and conventions of disciplines</p> <p>Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>Determine method to:</p> <ul style="list-style-type: none"> • introduce precise, knowledgeable claim(s) • establish significance of claim(s) • distinguish the claim (s) from alternate or opposing claims <p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that logically sequences:</p> <ul style="list-style-type: none"> • claim(s) • counterclaims • reasons • evidence 	<p>presented</p> <p>Explain audience awareness, including knowledge level, concerns, values, and biases</p> <p>Identify norms and conventions of disciplines</p> <p>Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>Determine method to:</p> <ul style="list-style-type: none"> • introduce precise, knowledgeable claim(s) • establish significance of claim(s) • distinguish the claim (s) from alternate or opposing claims <p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that logically sequences:</p> <ul style="list-style-type: none"> • claim(s) • counterclaims • reasons • evidence <p>Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each</p>		
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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each</p> <p>Analyze the</p> <ul style="list-style-type: none"> • knowledge level • concerns • values • possible biases <p>of the rhetorical audience</p> <p>Evaluate strengths, limitations and relevance of claims and counterclaims</p> <p>Link major sections of the text and create cohesion using:</p> <ul style="list-style-type: none"> • words • phrases • clauses • varied syntax <p>Clarify relationships between:</p> <ul style="list-style-type: none"> • claims and reasons • reasons and evidence • claims and counterclaims <p>using words, phrases and clauses, as well as varied syntax</p> <p>Develop formal writing style and</p>	<p>Analyze the</p> <ul style="list-style-type: none"> • knowledge level • concerns • values • possible biases <p>of the rhetorical audience</p> <p>Evaluate strengths, limitations and relevance of claims and counterclaims</p> <p>Link major sections of the text and create cohesion using:</p> <ul style="list-style-type: none"> • words • phrases • clauses • varied syntax <p>Clarify relationships between:</p> <ul style="list-style-type: none"> • claims and reasons • reasons and evidence • claims and counterclaims <p>using words, phrases and clauses, as well as varied syntax</p> <p>Develop formal writing style and objective tone while attending to the norms and conventions of the discipline</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p>		
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	<p>objective tone while attending to the norms and conventions of the discipline</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p> <p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:</p> <ul style="list-style-type: none"> • 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 	<p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:</p> <ul style="list-style-type: none"> • 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 maintains formal style and objective tone • attends to the norms and 		
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	<p>knowledge level, concerns, values and possible biases</p> <ul style="list-style-type: none">• 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	<p>conventions of the discipline</p> <ul style="list-style-type: none">• provides a concluding statement that follows from and supports the argument presented		
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students write arguments to support claims with clear reasons, relevant evidence, and:</p> <p>an introduction that states precise, knowledgeable claims, establishes significance of claims, and distinguishes claims from opposing claims</p> <p>organization that logically sequences claim(s), counterclaims, reasons, and evidence</p> <p>fairly and thoroughly developed claims and counterclaims</p> <p>delineated strengths and limitations of claims and counterclaims</p> <p>anticipated knowledge</p>	<p>arguments</p> <p>support claims</p> <p>analysis</p> <p>substantive topics or texts</p> <p>valid reasoning</p> <p>relevant evidence</p> <p>sufficient evidence</p> <p>introduce</p> <p>precise claims</p> <p>distinguish the claim from alternate or opposing claims</p> <p>counterclaims</p> <p>biases</p>	<p>Students know:</p> <p>qualities and formats for written arguments</p> <p>what counterarguments are and how to identify, form, and use them</p> <p>techniques for selecting the best evidence (accurate, credible sources) to support their claim</p> <p>arguments demonstrate an understanding of the topic and state and support a claim</p> <p>techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (words, phrases, clauses, syntax)</p> <p>techniques for adjusting</p>	<p>Students understand/are able to:</p> <p>identify qualities of arguments</p> <p>write an argument to support a claim</p> <p>acknowledge and distinguish claim from alternate or opposing claims</p> <p>use logical reasoning and relevant evidence (credible sources) to support claim</p> <p>use words, phrases, clauses, and syntax to clarify relationships and create cohesion</p> <p>write with a formal style</p> <p>write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument)</p>	<p>Level IV Students will: EEW.11-12.1.a-b. Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources. Ex. Write a claim about something happening at school (e.g., <i>The team is good.</i>), an argument to support the claim (e.g., <i>Joe is on the team.</i>), and a reason (e.g., <i>He is good.</i>) and introduce a counterclaim (e.g., <i>The team is not winning.</i>). Ex. Write a claim (e.g., <i>Government class is bad.</i>) and an argument to support it (e.g., <i>It's too hard.</i>) with a reason (e.g., <i>too many new words</i>) and introduces a counterclaim (e.g., <i>Government class talks are fun.</i>). EEW.11-12.1.c-e. N/A</p> <p>Level III Students will: EEW.11-12.1.a-b. Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write about a personal opinion and give more than one reason supporting the claim. Ex. Given a statement, express agreement or disagreement and give more than one reason why. EEW.11-12.1.c-e. N/A</p> <p>Level II Students will: EEW.11-12.1.a-b. Write a claim and an argument to support it with one clear reason or piece of evidence. Ex. Write a claim about something happening at school (e.g., <i>The team is</i></p>

level, concerns, values, and possible biases of audience	reasons evidence	writing style based on audience, purpose, and discipline	Students understand that well-developed arguments use valid reasoning and credible evidence to present an analysis of a topic or text through claims and acknowledgment of counter-claims.	<i>good.</i>), an argument to support the claim (e.g., <i>Joe is on the team.</i>), and a reason (e.g., <i>He is good.</i>). Ex. Write a claim (e.g., <i>No running in the halls.</i>), an argument to support it (e.g., <i>It is the rule.</i>), and a reason (e.g., <i>Someone will get knocked down.</i>). EEW.11-12.1.c-e. N/A
words, phrases, clauses, and varied syntax to link major sections of the text, create cohesion, and clarify relationships used	strengths and limitations syntax	arguments follow a predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement)		Level I Students will: EEW.11-12.1.a-b. With guidance and support, write a claim. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. Following a teacher-led small-group discussion, during which the teacher adds key words to a chart, choose an argument from two positions (e.g., Technology is great. Technology is making us stupid.), and write, using word prediction software and a talking word processor, along with teacher guidance and support as needed, ideas to support the claim. EEW.11-12.1.c-e. N/A
formal style and objective tone	formal style objective tone			
concluding statement or section that follows from and supports the argument	norms and conventions concluding statement			

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College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Strand: Writing	Cluster: Text Types and Purposes		Grade: 11	Standard 2 (W.11.2)
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Select:</p> <ul style="list-style-type: none"> • 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 <p>Organize complex ideas and information to make important connections and distinctions</p> <p>Select well-chosen, relevant, sufficient:</p> <ul style="list-style-type: none"> • facts • definitions • details • quotations • other appropriate information • examples <p>appropriate to the audience’s knowledge of the topic</p>	<p>Quarter 4:</p>

<p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>			<p>Determine appropriate use of syntax to:</p> <ul style="list-style-type: none"> • link major sections • create cohesion • clarify in text <p>Select precise language and domain specific vocabulary to manage the complexity of the text</p> <p>Employ figurative devices (like simile, metaphor, analogy) to enhance the piece</p> <p>Determine an appropriate formal style and objective tone for a concluding section that follows from and supports the information or explanation presented</p> <p>Write informative/explanatory text which:</p> <ul style="list-style-type: none"> • examines/conveys complex ideas, concepts, and information • demonstrates clear and accurate information <p>and uses :</p> <ul style="list-style-type: none"> • effective selection • organization • analysis <p>of content:</p> <p>Introduce a topic which includes:</p> <ul style="list-style-type: none"> • organized complex ideas, • concepts • information 	
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			<p>so that each new element builds on that which precedes it to create a unified whole</p> <p>Include:</p> <ul style="list-style-type: none"> • formatting • graphics • multimedia <p>when useful to aiding comprehension</p> <p>Develop the topic thoroughly by:</p> <ul style="list-style-type: none"> • selecting the most significant and relevant facts • extended definitions • concrete details • quotations • other information • examples • appropriate to the audience's knowledge of the topic <p>Use appropriate and varied transitions and syntax to:</p> <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify the relationships among complex ideas and concepts <p>Use:</p> <ul style="list-style-type: none"> • precise language • domain-specific vocabulary • techniques such as metaphor, simile, and analogy <p>to manage the complexity of the topic</p> <p>Establish and maintain a formal style and objective tone while attending to the norms</p>	
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			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	
Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by:</p> <p>introducing a topic</p> <p>organizing complex ideas, concepts, and information to create a unified whole</p> <p>using formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia to aid</p>	<p>informative / explanatory texts</p> <p>examine complex ideas</p> <p>convey complex ideas</p> <p>clearly and accurately</p> <p>effective selection of content</p> <p>effective organization of content</p> <p>effective analysis of content</p> <p>organize complex ideas</p>	<p>Students know informative / explanatory texts:</p> <p>the nature and types of expository texts</p> <p>convey ideas, concepts, and information</p> <p>select, organize, and analyze relevant content</p> <p>use formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia to aid comprehension</p> <p>follow a predictable structure (e.g. introduce</p>	<p>Students understand/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>examine topics by selecting, organizing, and analyzing relevant content</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic, develop topic with well-chosen, relevant, and sufficient facts, conclusion)</p> <p>incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces</p> <p>employ facts, definitions, concrete</p>	<p>Level IV Students will: EEW.11-12.2.a-b. N/A EEW.11-12.2.c-f. N/A</p> <p>Level III Students will: EEW.11-12.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Research a topic of interest and write about it using evidence from several texts. Ex. Write about a topic of interest drawing on evidence from several websites and incorporating graphics to support meaning. Ex. Write about an assigned topic including three or more facts or concrete details drawn from multiple sources. EEW.11-12.2.c-f. N/A</p> <p>Level II Students will: EEW.11-12.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p>

comprehension	formatting	topic, develop topic, concluding statement)	details, quotations, examples, and other information to develop topics	Ex. Write a short report for a class including illustrations or clipart to support understanding.
developing the topic thoroughly with most significant and relevant facts, extended definitions, concrete details, quotations, or other information selected based on audience	graphics	develop topic with relevant, well-chosen facts, definitions, concrete details, quotations, examples, and other information	employ appropriate and varied transitions and syntax to create cohesion and clarify relationships among ideas and concepts	Ex. Write to describe a school sporting event saying who was involved (<i>coach, team, kids</i>) and what happened (<i>hard game, we won</i>). EEW.11-12.2.c-f. N/A
using appropriate and varied transitions and syntax to link major sections, create cohesion, and clarify relationships	multimedia	use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts	include precise language and domain-specific vocabulary in informative/explanatory pieces	Level I Students will: EEW.11-12.2.a-b. With guidance and support, write to convey ideas and information. Ex. Given choices and a variety of writing tools, complete a writing sample about a given subject or topic.
using precise language and domain-specific vocabulary	develop the topic	use appropriate and varied syntax to link sections of text and clarify relationships among ideas and concepts	include figurative language such as metaphor, simile, and analogy	Ex. Organize three topically related pictures from a choice of several, and with teacher guidance and support as needed, write about a preferred topic using the pictures to guide thinking, word prediction software to assist spelling, and a talking word processor to monitor idea construction. EEW.11-12.2.c-f. N/A
using techniques such as metaphor, simile, and analogy	well-chosen, relevant, and sufficient facts	use precise language and domain-specific vocabulary to inform about and explain the topic	create a conclusion that follows from and supports the information or explanation presented	
establishing and maintaining a formal style	extended definitions	use figurative language including metaphor, simile, and analogy	Students understand that informative / explanatory writing clearly and accurately conveys complex ideas, concepts, and information through high-quality facts and detailed organization.	
providing a concluding statement or section	concrete details			
	appropriate and varied transitions			
	appropriate and varied syntax			
	create cohesion			
	clarify the relationships			
	precise language			
	domain-specific vocabulary			

	metaphor simile analogy formal style concluding statement that follows from and supports the information or explanation	use elements of formal style use a concluding statement or section that follows from and supports the information or explanation provided vocabulary: syntax		
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College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 11	Standard 3 (W.11.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events,</p>	Quarter 1:	Quarter 2:	Quarter 3:	<p>Quarter 4:</p> <p>Define tone</p> <p>Recognize how writers relate the significance of a problem, situation, or observation to a reader</p> <p>Identify multiple points of view in narratives</p> <p>Recognize multiple plot lines in narratives</p> <p>Recognize techniques writers use to build toward a particular outcome</p> <p>Analyze how writers create tone</p> <p>Develop a sequence of events that creates a desired tone and outcome</p> <p>Determine appropriate techniques to relate significance.</p>

<p>and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				<p>Analyze:</p> <ul style="list-style-type: none"> • multiple points of view of various narratives • use of multiple plot lines in narratives <p>Use a variety of techniques to logically sequence and connect events</p> <p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters</p> <p>Develop conclusions that reflects on what is experienced, observed, or resolved in a narrative</p> <p>Write a narrative that:</p> <ul style="list-style-type: none"> • 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
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				<ul style="list-style-type: none">• 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
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students write a narrative that includes real or imagined experiences or events which:</p> <p>engage and orient the reader</p> <p>set a problem, situation, or observation and its significance</p> <p>establish one or multiple points of view</p> <p>introduce narrator or characters</p> <p>create a smooth progression of experiences or events</p> <p>use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</p> <p>build toward a particular tone</p>	<p>narrative</p> <p>effective technique</p> <p>well-chosen details</p> <p>well-structured event sequences</p> <p>engage and orient the reader</p> <p>multiple points of view</p> <p>smooth progression of experiences</p> <p>narrative techniques</p> <p>variety of techniques to sequence events</p> <p>coherent whole</p> <p>particular tone and</p>	<p>Students know that a narrative:</p> <p>can be real or imagined</p> <p>sets out a problem, situation, or observation and its significance</p> <p>establishes one or multiple points of view</p> <p>introduces a narrator and/or characters</p> <p>includes a smooth progression of experiences or events</p> <p>uses narrative techniques (dialogue, pacing, description, reflection, multiple plot lines)</p> <p>builds toward a particular tone and outcome</p>	<p>Students understand/are able to:</p> <p>write a real or imagined narrative that:</p> <p>sets out a problem, situation, or observation and its significance</p> <p>establishes one or multiple points of view</p> <p>introduces a narrator and/or characters</p> <p>includes a smooth progression of experiences or events</p> <p>uses narrative techniques (dialogue, pacing, description, reflection, multiple plot lines)</p> <p>builds toward a particular tone and outcome</p> <p>develops experiences and/or</p>	<p>Level IV Students will: EEW.11-12.3.a-c. Introduce an experience or situation including multiple characters and the description of multiple events in sequence. Ex. Provide an introduction of a problem, situation, or event; introduce multiple characters; and use simple sentences to write about multiple events. Ex. After reading and discussing a non-fiction text, write a summary about an event, the situation, the actors, and the actions.</p> <p>Level III Students will: EEW.11-12.3.a-c. Introduce an experience or situation, at least one character, and describe multiple events in sequence. Ex. Provide an introduction of a problem, situation, or event; introduce the narrator or characters; and use sequencing to establish tone and outcomes (e.g., a sense of mystery, suspense, growth, and resolution). Ex. Produce a writing sample that describes a recent or imagined event of interest (e.g., vacation, field trip, walk on the moon, flying in the air) including characters and descriptions of multiple events in sequence. Ex. After reading and discussing a history or science text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes in a talking word processor into a summary about an event (e.g., immigrants coming to America), the situation (not enough food), the actors (immigrants), the actions (got in ship, come to America, get jobs).</p> <p>Level II Students will: EEW.11-12.3.a-c. Introduce an experience or situation describing at least one character and one event.</p>

<p>and outcome</p> <p>vary techniques to sequence events to create a coherent whole</p> <p>use precise words and phrases</p> <p>use telling details</p> <p>use sensory language</p> <p>convey experiences and events vividly</p> <p>use a conclusion that follows from narrated experiences or events</p>	<p>outcome</p> <p>precise words and phrases</p> <p>telling details</p> <p>sensory language</p> <p>vivid picture</p> <p>conclusion</p>	<p>develops experiences and/or characters</p> <p>uses a variety of techniques to sequence events and create a coherent whole</p> <p>conveys a vivid picture through precise words and phrases, telling details, and sensory language</p> <p>provides a conclusion that follows from and reflects on events included in the narrative</p>	<p>characters</p> <p>uses a variety of techniques to sequence events and create a coherent whole</p> <p>conveys a vivid picture through precise words and phrases, telling details, and sensory language</p> <p>provides a conclusion that follows from and reflects on events included in the narrative</p> <p>Students understand that narratives convey real or imagined experiences or events through deliberate use of sequencing, narrative technique to develop a unique voice, and point of view.</p>	<p>Ex. Provide an introduction of a situation or event, introduce a character, and relate one thing that happened.</p> <p>Ex. Produce a writing sample that describes a recent event of interest (e.g., vacation, field trip, science class experiment) including a character and describing one thing that happened.</p> <p>Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about [event]. The immigrants [did what two things] because [what did they want].).</p> <p>Level I Students will: EEW.11-12.3.a-c. With guidance and support, write about a personal experience.</p> <p>Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about a vacation, selecting pictures of the people who went (<i>mom, dad, and me</i>) and events (<i>beach, swimming, and fishing</i>).</p> <p>Ex. Use words or symbols provided by the teacher to write about daily events.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy.</i>), which the teacher will write below the photo and read aloud as the student observes.</p> <p>Ex, With teacher guidance and support as needed throughout every step of the process: select three digital photos of a recent field trip, brainstorm words and ideas about what happened with a small group of peers, entering the ideas in a graphic organizer, convert the graphic to a text outline, and write under each picture what happened, using word prediction software with a topic dictionary related to the experience and a talking word processor.</p>
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College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
Strand: Writing		Cluster: Production and Distribution of Writing		Grade: 11	Standard 4 (W.11.4)
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.)	Quarter 1: Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Quarter 2: Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Quarter 3: Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Quarter 4: Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	
	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience
	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on <ul style="list-style-type: none"> • task • purpose • audience
	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • idea development strategies • organization • style appropriate to task purpose and audience	Determine suitable <ul style="list-style-type: none"> • 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)	(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)	(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)	(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)	(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose</p> <p>apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)</p>	<p>"clear and coherent writing"</p> <p>development</p> <p>organization</p> <p>style</p> <p>"appropriate to task, purpose, and audience"</p> <p>"grade-specific expectations"</p>	<p>Students know:</p> <p>qualities of clear and coherent writing</p> <p>purposes for a variety of types of writing</p> <p>potential audiences for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p> <p>techniques for creating consistent, appropriate style</p>	<p>Students understand/are able to:</p> <p>produce clear and coherent writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>use style appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that the development, organization, and style</p>	<p>Level IV Students will: EEW.11-12.4. N/A</p> <p>Level III Students will: EEW.11-12.4. Produce writing that is appropriate to a particular task, purpose, and audience. Ex. Complete a job application using a talking word processor. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Write a friendly letter to a friend. Ex. Use a form to write a note complaining about service to a business.</p> <p>Level II Students will: EEW.11-12.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a friendly letter with a greeting, body, and a closing. Ex. Fill in words on a complaint form to a business using a word bank provided by a teacher. Ex. Make a list of three or four steps needed to complete a cooking task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to a text outline and imported into a talking word processor, where</p>

			<p>of clear and coherent writing pieces are determined by task, purpose, and audience.</p>	<p>students expand on the notes and check accuracy.</p> <p>Level I Students will: EEW.11-12.4. With guidance and support, write. Ex. Given choices and a variety of adaptive writing tools, complete a writing sample (word or words) about a given subject or topic. Ex. Use photos to prompt topic focus and a keyboard to type letters to type interactively with a peer who provides a model by writing conventionally but simply. Ex. Use multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 11	Standard 5 (W.11.5)
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>Quarter 1: Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 2: Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 3: Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 4: Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach
	<p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • audience • purpose
	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>
	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach
	<p>Determine focus on:</p> <ul style="list-style-type: none"> • what is most significant for a specific purpose • what is significant for a specific audience 	<p>Determine focus on:</p> <ul style="list-style-type: none"> • what is most significant for a specific purpose <p>what is significant for a specific audience</p>	<p>Determine focus on:</p> <ul style="list-style-type: none"> • what is most significant for a specific purpose <p>what is significant for a specific audience</p>	<p>Determine focus on:</p> <ul style="list-style-type: none"> • what is most significant for a specific purpose <p>what is significant for a specific audience</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach to best address purpose and audience.</p>	<p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p> <p>how well purpose and audience have been addressed</p> <p>conventions</p>	<p>Students know:</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>techniques for rewriting</p> <p>a variety of approaches to writing</p> <p>writing addresses a purpose and audience</p>	<p>Students understand/are able to:</p> <p>use planning, revision, editing, rewriting, or a new approach to strengthen writing</p> <p>explain techniques used to make writing appropriate for purpose and audience</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, editing, rewriting, trying a new approach, and focusing on how well purpose and audience have been addressed are critical to the development of strong writing pieces.</p>	<p>Level IV Students will: EEW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience. Ex. Complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes. Ex. Edit a writing sample using various resources to make the sample more descriptive.</p> <p>Level III Students will: EEW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting. Ex. With teacher guidance and support upon request, complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes. Ex. Use the writing process and various resources to summarize information to make it clear.</p> <p>Level II Students will: EEW.11-12.5. Develop and strengthen writing by planning and writing. Ex. With teacher guidance and support as needed, after reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use</p>

				<p>word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise as a summary of learning based on peer feedback.</p> <p>Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down.</p> <p>Ex. Fill in an outline before beginning the writing process (topic, three details, and conclusion) and use it to write.</p> <p>Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.</p> <p>Level I Students will: EEW.11-12.5. With guidance and support, develop and strengthen writing by planning and revising.</p> <p>Ex. Complete a graphic organizer with a peer, a group, or an adult and use it to add more information to a writing sample, and add new information based on specific teacher feedback.</p> <p>Ex. With teacher guidance and support, word prediction software (e.g., The teacher asks, “What sound do you hear at the beginning of <i>cat</i>?”), talking word processor (e.g., The teacher says, “It said <i>car</i>. I thought you were trying to write <i>cat</i>. What can we change to make it say <i>cat</i>? What else can you say about the <i>cat</i>?”), write about familiar pictures from a favorite text, and, following peer feedback, repeat the process the next day.</p>
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College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 11	Standard 6 (W.11.6)	
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
		<p>Know a variety of ways to use technology and the Internet to produce, update, and publish products</p> <p>Evaluate feedback for value as new arguments or information</p> <p>Demonstrate use of technology, including the Internet, to produce and publish writing products</p> <p>Use technology, including the Internet, to respond to on-going feedback by updating individual/shared products with new arguments and information</p>			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use technology to produce, publish, and update individual or shared writing</p> <p>use the Internet to produce, publish, and update individual or shared writing</p> <p>update writing in response to feedback and new arguments or information</p>	<p>use technology</p> <p>produce</p> <p>publish</p> <p>update</p> <p>individual writing</p> <p>shared writing</p> <p>ongoing feedback</p> <p>new arguments or information</p>	<p>Students know:</p> <p>technology can be used to produce, publish, and update individual or shared writing</p> <p>the Internet can be used to produce, publish, and update individual or shared writing</p> <p>techniques for using feedback and/or new arguments or information to update writing</p>	<p>Students understand/are able to:</p> <p>use technology to produce, publish, and update individual or shared writing</p> <p>use the Internet to produce, publish, and update individual or shared writing</p> <p>use feedback to update writing</p> <p>use new information/arguments to update writing</p> <p>Students understand that technology and the Internet can be used to effectively and efficiently produce, publish, and update writing, present relationships between information and ideas, and interact and collaborate with others.</p>	<p>Level IV Students will:</p> <p>EEW.11-12.6. Use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback.</p> <p>Ex. Use technology to update, edit, and revise a piece of own writing.</p> <p>Ex. Use talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.</p> <p>Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.</p> <p>Level III Students will:</p> <p>EEW.11-12.6. Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.</p> <p>Ex. Use technology with peers to complete a shared electronic writing product and print it out (e.g., a list of tasks to complete a project, a short report).</p> <p>Ex. Use technology to fill in a writing frame (e.g., letter, application) to produce individual writing.</p> <p>Ex. Compose a text in comic software, export it to a talking word processor to check for meaning, revise, and re-upload.</p> <p>Ex. Use word prediction software to make entries in the class blog or wiki on various topics.</p>

				<p>Level II Students will: EEW.11-12.6. Use technology, including the Internet, to produce an individual or shared writing project. Ex. After reviewing and discussing a shared writing product, add sentences to complete an electronic shared writing product and print it out. Ex. Use technology to add a sentence in an electronic shared writing product. Ex. Use online communication software to text message with an e-buddy in another classroom or school. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p>Level I Students will: EEW.11-12.6. Use technology to produce a writing sample. Ex. Use a computer to produce a writing sample. Ex. Use a keyboard to type letters and words interactively with a peer or adult who types simple, conventionally spelled messages. Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages in instant messaging software.</p>
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College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 11	Standard 7 (W.11.7) On EOC Blueprint	
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
		Identify: <ul style="list-style-type: none"> • 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 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	Identify: <ul style="list-style-type: none"> • 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 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		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students conduct short as well as more sustained research projects that:</p> <p>answer self-generated questions or solve a problem</p> <p>narrow or broaden the inquiry when appropriate</p> <p>synthesize multiple sources on the subject</p> <p>demonstrate understanding of the subject</p>	<p>conduct</p> <p>short research project</p> <p>more sustained research projects</p> <p>answer a question</p> <p>self-generated question</p> <p>solve a problem</p> <p>narrow the inquiry</p> <p>broaden the inquiry</p> <p>synthesize multiple sources</p> <p>demonstrate understanding</p>	<p>Students know:</p> <p>research answers a self-generated question or solves a problem</p> <p>research needs to be narrowed or broadened when appropriate</p> <p>research synthesizes multiple sources</p> <p>demonstrates understanding of the subject</p>	<p>Students understand/are able to:</p> <p>use research to answer a self-generated question or solve a problem</p> <p>narrow or broaden research when appropriate</p> <p>synthesize multiple sources</p> <p>demonstrate understanding of the subject through research</p> <p>Students understand that research is a process that involves answering a focused or self-generated question, investigating and synthesizing several varied sources, and developing subject-specific understanding .</p>	<p>Level IV Students will: EEW.11-12.7. Conduct research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and generate additional questions of his or her own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p>Level III Students will: EEW.11-12.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer question posed by the teacher and to generate two additional questions. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website and a book to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p>Level II Students will: EEW.11-12.7. Conduct short research projects to answer questions using one or more sources of information. Ex. Read a text posted on an interactive whiteboard, highlight the</p>

				<p>answer to a question posed by the teacher, and then use word prediction software to comment on the highlighted information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question and highlight the answer, and then using word prediction software and a talking word processor elaborate on the highlighted information.</p> <p>Level I Students will: EEW.11-12.7. With guidance and support, answer questions based on a text or other source of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. Ex. With guidance and support, answer multiple-choice questions about information provided in a text and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.</p>
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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 11	Standard 8 (W.11.8) On EOC Blueprint
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.	Quarter 1:	Quarter 2: 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 Evaluate sources by assessing strengths and weaknesses in terms of: <ul style="list-style-type: none"> • task • purpose • audience Integrate information into text to: <ul style="list-style-type: none"> • 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	Quarter 3: 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 Evaluate sources by assessing strengths and weaknesses in terms of: <ul style="list-style-type: none"> • task • purpose • audience Integrate information into text to: <ul style="list-style-type: none"> • 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	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students learn relevant information from multiple authoritative print and digital sources by:</p> <p>effectively using advanced searches</p> <p>assessing the strengths and limitations of each source in answering research questions</p> <p>considering the task, purpose, and audience when selecting sources</p> <p>integrating information into the text to maintain flow of ideas</p> <p>avoiding plagiarism</p> <p>avoiding overreliance on any one source</p> <p>following standard citation format</p>	<p>gather relevant information</p> <p>multiple authoritative print sources</p> <p>multiple authoritative digital sources</p> <p>using advanced searches effectively</p> <p>strengths and limitations of sources</p> <p>task</p> <p>purpose</p> <p>audience</p> <p>integrate information</p> <p>maintain flow of ideas</p>	<p>Students know:</p> <p>advanced search types and procedures</p> <p>qualities of authoritative sources</p> <p>common print and digital sources</p> <p>techniques for assessing strengths and limitations of sources considering audience, task, and purpose</p> <p>techniques for integrating information into original writing to maintain flow of ideas</p> <p>rules regarding use of outside sources in original writing</p> <p>definition and detection of</p>	<p>Students understand/are able to:</p> <p>use advanced search types and procedures</p> <p>identify authoritative print and digital sources</p> <p>assess strengths and limitations of sources considering audience, task, and purpose</p> <p>integrate information into original writing to maintain flow of ideas</p> <p>apply rules regarding use of outside sources in original writing</p> <p>avoid plagiarism</p> <p>avoid overreliance on any one source</p> <p>follow standard format for citation</p> <p>Students understand that research involves systematically gathering</p>	<p>Level IV Students will: EEW.11-12.8. Select information, including quotes, from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites. Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.</p> <p>Level III Students will: EEW.11-12.8. Select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions.</p> <p>Level II Students will: EEW.11-12.8. With guidance and support, select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information</p>

	<p>avoiding plagiarism</p> <p>overreliance on any one source</p> <p>standard format for citation</p>	<p>plagiarism</p> <p>techniques for avoiding plagiarism</p> <p>techniques for avoiding overreliance on any one source</p> <p>standard citation processes</p>	<p>information from multiple authoritative print and digital sources while avoiding plagiarism, integrating the strongest choices, and creating a standard bibliography.</p>	<p>with a screen reader, and use word prediction software with a talking word processor to write their answers.</p> <p>Level I Students will: EEW.11-12.8. With guidance and support, use information from one source to answer a question. Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, a space bar, and a period, write an answer.</p>
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 11	Standard 9 (W.11.9) On EOC Blueprint
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards to literature</i> (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”).</p> <p>b. Apply <i>grades 11–12 Reading standards to literary nonfiction</i> (e.g., “Delineate and evaluate the reasoning in seminal</p>	<p>Quarter 1:</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	<p>Quarter 2:</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	<p>Quarter 3:</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	<p>Quarter 4:</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>

<p>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., <i>The Federalist</i>, presidential addresses]”).</p>				
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students critically read literary and informational text and use writing to:</p> <p>demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature</p> <p>explain how two or more texts from the same period treat similar themes or topics</p> <p>delineate and evaluate reasoning in seminal U.S. texts</p> <p>explain how constitutional principles and legal reasoning are applied in seminal U.S. texts</p> <p>explain premises, purposes, and arguments in works of public advocacy</p>	<p>literary text</p> <p>informational text</p> <p>analysis</p> <p>reflection</p> <p>research</p> <p>demonstrate knowledge</p> <p>foundational works of American literature</p> <p>similar themes</p> <p>similar topics</p> <p>literary nonfiction</p> <p>delineate</p> <p>evaluate</p> <p>seminal U.S. texts</p>	<p>Students know:</p> <p>elements of analytical, reflective, and research-based writing</p> <p>techniques for critical reading of literature and literary nonfiction</p> <p>techniques for note-taking during and after reading</p> <p>the influence of 18th, 19th, and early 20th century American literature</p> <p>texts from the same period can vary in their treatment of similar themes and topics</p> <p>how constitutional principles and legal reasoning are applied in</p>	<p>Students understand/are able to:</p> <p>apply elements of analytical, reflective, and research-based writing</p> <p>use techniques for critical reading of literature and literary nonfiction</p> <p>use techniques for note-taking during and after reading</p> <p>explain the influence of 18th, 19th, and early 20th century American literature</p> <p>describe how texts from the same period can vary in their treatment of similar themes and topics</p> <p>explain how constitutional principles and legal reasoning are applied in seminal U.S. texts</p> <p>explain common premises, purposes, and arguments found in</p>	<p>Level IV Students will: EEW.11-12.9.a. N/A EEW.11-12.9.b. N/A</p> <p>Level III Students will: EEW.11-12.9.a. Apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). Ex. Write to compare and contrast common themes across more than one source of American literature (e.g., “What is something you have read about in more than one book or story about this topic?”). Ex. Use a compare/contrast template in graphic organizing software to generate ideas about two texts, convert the graphic to text format, and expand the ideas into narrative form. EEW.11-12.9.b. Apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”). Ex. Given a right, write a statement about what it means to the student. Ex. Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration.</p> <p>Level II Students will: EEW.11-12.9.a. With guidance and support, apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s</p>

	<p>constitutional principles</p> <p>legal reasoning</p> <p>premises, purposes, and arguments</p> <p>works of public advocacy</p> <p>(familiar with grade 11 - 12 reading standards)</p>	<p>seminal U.S. texts</p> <p>common premises, purposes, and arguments found in works of public advocacy</p> <p>vocabulary: seminal, premise</p>	<p>works of public advocacy</p> <p>Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from both literature and informational texts.</p>	<p>world. [Compare themes, topics, locations, context, and point of view].”).</p> <p>Ex. Given a variety of writing tools, write to compare relationships of characters in the story and their relationships with others.</p> <p>EEW.11-12.9.b. With guidance and support, apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p> <p>Ex. Given choices and examples, select their rights and write a phrase about one that is important to them using any technologies required for independence.</p> <p>Ex. Given examples of actions, identify those that a person has the right to do and write an example of it using the choices provided and any technologies required for independence.</p> <p>Level I Students will:</p> <p>EEW.11-12.9.a. With guidance and support from adults and peers, participate in shared writing activities that apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p> <p>Ex. Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one’s own world.</p> <p>Ex. After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.</p> <p>Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then, identify it with</p>
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				<p>teacher guidance and support, and using word prediction software and a talking word processor, type a message indicating the text line and page of the reference or quote and a comment about it.</p> <p>EEW.9-10.9.b. With guidance and support from adults and peers, participate in shared writing activities that apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p> <p>Ex. Use voice output communication devices to interact with peers during collaborative writing projects asking them to read aloud and point to text as they do so, and indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed.</p> <p>Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.</p>
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**Common Core ELA Pacing Guide
Grade 11**

College and Career Readiness (CCR) Anchor Standard 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.

Strand: Writing	Cluster: Range of Writing	Grade: 11	Standard 10 (W.11.10)	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Quarter 1:</p> <p>Recognize:</p> <ul style="list-style-type: none"> • task • audience • purposes <p>Determine when to write:</p> <ul style="list-style-type: none"> • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) <p>Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision)</p> <p>Writes routinely over shorter time frames (a single sitting or a day or two)</p>	<p>Quarter 2:</p> <p>Recognize:</p> <ul style="list-style-type: none"> • task • audience • purposes <p>Determine when to write:</p> <ul style="list-style-type: none"> • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) <p>Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision)</p> <p>Writes routinely over shorter time frames (a single sitting or a day or two)</p>	<p>Quarter 3:</p> <p>Recognize:</p> <ul style="list-style-type: none"> • task • audience • purposes <p>Determine when to write:</p> <ul style="list-style-type: none"> • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) <p>Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision)</p> <p>Writes routinely over shorter time frames (a single sitting or a day or two)</p>	<p>Quarter 4:</p> <p>Recognize:</p> <ul style="list-style-type: none"> • task • audience • purposes <p>Determine when to write:</p> <ul style="list-style-type: none"> • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) <p>Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision)</p> <p>Writes routinely over shorter time frames (a single sitting or a day or two)</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>With practice and support, students:</p> <p>produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.</p>	<p>write routinely</p> <p>range of tasks, purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p>	<p>Students know:</p> <p>techniques for writing in short and/or extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p>	<p>Students understand/are able to:</p> <p>complete various pieces of writing over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p>	<p>Level IV Students will: EEW.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. Ex. Complete documents important for career (e.g., job applications, letter of introduction, resume). Ex. Use online, interactive writing environments to write entries, comments, and questions about shared interests.</p> <p>Level III Students will: EEW.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. Ex. Keep a journal. Ex. Correspond regularly with a pen pal or e-pal. Ex. Complete in-class assignments.</p> <p>Level II Students will: EEW.11-12.10. Write routinely for a range of tasks, purposes, and audiences. Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, complete a short research report and then review and revise it.</p>

				<p>Ex. With word prediction software, write labels to go with a display for a group research project.</p> <p>Level I Students will:</p> <p>EEW.11-12.10. With guidance and support, write for a variety of purposes and audiences.</p> <p>Ex. Given a variety of adaptive writing tools, participate in group writing projects.</p> <p>Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.</p> <p>Ex. Given photos of experience, with teacher guidance and support, choose an e-mail header (e.g., Trip to the Museum, Making Salsa), use word prediction software and a talking word processor to write about the pictures and the experience, and send the pictures and writing as e-mail attachments to the e-pal.</p>
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**Common Core ELA Pacing Guide
Grade 11**

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 11	Standard 1 (SL.11.1)
<p>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> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals</p>	<p>Quarter 1:</p> <p>Identify key supporting ideas from reading and research</p> <p>Describe expectations for civil and democratic discussion and decision-making</p> <p>Identify diverse perspectives in text and presented</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p>Analyze & evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims,</p>	<p>Quarter 2:</p> <p>Identify key supporting ideas from reading and research</p> <p>Describe expectations for civil and democratic discussion and decision-making</p> <p>Identify diverse perspectives in text and presented</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p>Analyze & evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims, and evidence for all sides of an issue</p>	<p>Quarter 3:</p> <p>Identify key supporting ideas from reading and research</p> <p>Describe expectations for civil and democratic discussion and decision-making</p> <p>Identify diverse perspectives in text and presented</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p>Analyze & evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims, and evidence for all sides of an issue</p>	<p>Quarter 4:</p> <p>Identify key supporting ideas from reading and research</p> <p>Describe expectations for civil and democratic discussion and decision-making</p> <p>Identify diverse perspectives in text and presented</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p>Analyze & evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims, and evidence for all sides of an issue</p>

<p>and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>	<p>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 on the designated issue or topic</p> <p>Evaluate personal conclusions and the conclusions of others</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts</p> <p>Facilitate discussions over designated grade 11-12 topics</p> <p>Collaborate to develop guidelines for successful</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 on the designated issue or topic</p> <p>Evaluate personal conclusions and the conclusions of others</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts</p> <p>Facilitate discussions over designated grade 11-12 topics</p> <p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</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 on the designated issue or topic</p> <p>Evaluate personal conclusions and the conclusions of others</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts</p> <p>Facilitate discussions over designated grade 11-12 topics</p> <p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</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 on the designated issue or topic</p> <p>Evaluate personal conclusions and the conclusions of others</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts</p> <p>Facilitate discussions over designated grade 11-12 topics</p> <p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</p>
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	<p>discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</p> <p>Pose and respond to questions to probe reasoning and evidence</p> <p>Converse to resolve contradictions</p> <p>Determine additional information needed to further the investigation or complete the task</p> <p>Consider all positions on a topic or issue and respond thoughtfully</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>	<p>Pose and respond to questions to probe reasoning and evidence</p> <p>Converse to resolve contradictions</p> <p>Determine additional information needed to further the investigation or complete the task</p> <p>Consider all positions on a topic or issue and respond thoughtfully</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>	<p>Pose and respond to questions to probe reasoning and evidence</p> <p>Converse to resolve contradictions</p> <p>Determine additional information needed to further the investigation or complete the task</p> <p>Consider all positions on a topic or issue and respond thoughtfully</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>	<p>Pose and respond to questions to probe reasoning and evidence</p> <p>Converse to resolve contradictions</p> <p>Determine additional information needed to further the investigation or complete the task</p> <p>Consider all positions on a topic or issue and respond thoughtfully</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students initiate and participate in a range of collaborative discussions with a variety of diverse participants, demonstrating the ability to:</p> <p>be prepared by reading or researching required materials</p> <p>refer to evidence in order to explore and initiate discussions with ideas gained from preparation</p> <p>promote civil, democratic discussions</p> <p>set clear goals and deadlines, and establish roles in doing so</p> <p>propel conversations by posing questions that probe reasoning and</p>	<p>range of collaborative discussions</p> <p>diverse partners</p> <p>grade 11-12 topics, texts, and issues</p> <p>rules for collegial discussions and decision-making</p> <p>diverse perspectives</p> <p>track progress toward specific goals and deadlines</p> <p>individual roles</p> <p>democratic discussions</p> <p>civil discussions</p> <p>synthesize</p>	<p>Students know:</p> <p>types of collaborative groups</p> <p>topics and issues of grades 11-12 texts</p> <p>others' ideas can be adapted to fit their own</p> <p>techniques to clearly express their own ideas</p> <p>preparatory techniques for group discussions</p> <p>techniques to integrate research and evidence to stimulate discussion</p> <p>rules and techniques for promoting for civil and democratic decision making</p> <p>questions can be used to</p>	<p>Students understand/are able to:</p> <p>work with varying types of collaborative groups</p> <p>understand 11-12 texts, topics and issues</p> <p>adapt others' ideas to fit their own</p> <p>clearly express their own ideas</p> <p>integrate research and evidence to stimulate discussion</p> <p>use rules and techniques to promote civil, democratic decision making</p> <p>use questions and responses to probe reasoning and evidence to ensure for a full range of positions on a topic</p> <p>challenge clarify and verify ideas to propel conversations</p> <p>use techniques to synthesize comments, claims and evidence on</p>	<p>Level IV Students will:</p> <p>EESL.11-12.1.a. Prepare for discussions by collecting information on the topic and referring to it in the discussion. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic. Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion.</p> <p>EESL.11-12.1.b. N/A</p> <p>EESL.11-12.1.c. Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions. Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify comments by peers (e.g., “What did you mean?” “Where did you find out?”) and responding to questions to clarify own comments (e.g., “I don’t know.” “I read about it in the newspaper.”).</p> <p>EESL.11-12.1.d. Summarize comments or claims made by others during a discussion. Ex. Briefly summarize comments and claims made by others when a new peer joins the discussion. Ex. Summarize comments and claims made by peers for a teacher at the end of the discussion (e.g., “We want to go bowling on Friday. We think we have enough money. We can take the bus. It will be fun.”).</p>

<p>evidence to ensure for a full range of topical positions</p> <p>contribute relevant evidence, observations, and ideas</p> <p>recognize and respond thoughtfully to new information expressed by others</p> <p>synthesize comments, claims and evidence from all sides of an issue.</p> <p>resolve contradictions</p> <p>determine when more research is needed to complete a task</p>	<p>contradictions</p> <p>claims</p>	<p>probe reasoning and evidence</p> <p>questions can be used to ensure a hearing for a full range of positions on a topic or issue</p> <p>techniques to propel conversations often involves challenging clarifying and verifying ideas</p> <p>techniques to synthesize comments, claims and evidence on all sides of issues</p> <p>deepening an investigation or completing a task often involves further research</p>	<p>all sides of issues</p> <p>determine when further research is needed to deepen an investigation or complete a task</p> <p>Students understand that engaging in effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, understanding multiple perspectives, and possibly modifying their own views.</p>	<p>Level III Students will:</p> <p>EESL.11-12.1.a. Prepare for discussions by collecting information on the topic. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information.</p> <p>EESL.11-12.1.b. Work with peers to set rules, goals, and deadlines to promote democratic discussions. Ex. At the beginning of a discussion with peers, select from a list the rules that the group will follow and agree upon goals and deadlines based upon the teacher’s assignment. Ex. During the initial stages of a discussion with peers, suggest a rule (e.g., take turns) and a goal (e.g., select pictures).</p> <p>EESL.11-12.1.c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify understanding of comments by peers (e.g., “What did you mean?” “Where did you find out?”) and respond to questions to clarify own comments (e.g., “I don’t know.” “I saw it in this movie.”). Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., “What does that mean?”) and answer questions posed by peers to verify own information (e.g., “Let me show you.”).</p> <p>EESL.11-12.1.d. Restate comments or claims made by others during a discussion. Ex. Briefly restate what others have said in the discussion on the topic when referring to their statements (e.g., “Bowling is fun. We need a ride</p>
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			<p>there.”).</p> <p>Ex. Briefly restate some comments or claims made by others when a new peer joins the discussion (e.g., “Brad likes the book. Kayla says it is boring.”).</p> <p>Ex. Restate some comments and claims made by peers for a teacher at the end of the discussion (“Neesha wants bowling. We need \$14 to go”).</p> <p>Level II Students will:</p> <p>EESL.11-12.1.a. Prepare for discussions by collecting information on the topic with a group.</p> <p>Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic.</p> <p>Ex. In preparation for a discussion, work with a peer or group of peers to read with text displayed on an interactive whiteboard and highlight important information.</p> <p>EESL.11-12.1.b. Work with peers to set rules for discussions.</p> <p>Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides.</p> <p>Ex. Work with peers to select rules they will follow from a list of possibilities.</p> <p>EESL.11-12.1.c. Ask and answer questions during a discussion.</p> <p>Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., “Why?” “When did that happen?” “How do you know?”) and respond to questions by pointing to prepared responses or using the device to construct responses.</p> <p>Ex. During a discussion, answer questions about own contributions (e.g., Peer asks “What else do you know?” The student responds with another</p>
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			<p>piece of information.) and ask questions of others (e.g., “Then what happened?”).</p> <p>EESL.11-12.1.d. Restate a comment or claim made by another. Ex. Briefly restate a comment made by a peer to seek clarification (e.g., “You went there?”). Ex. Restate a comment or claim made by a peer when asked, “What did she say?”</p> <p>Level I Students will:</p> <p>EESL.11-12.1.a. With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion. Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion. Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer’s explanation, and then activate the message during the ensuing group discussion.</p> <p>EESL.11-12.1.b. Follow rules during discussions with peers. Ex. Take turns during the discussion by both listening to others and adding own comments. Ex. Ask questions when he or she needs clarification using preprogrammed questions on a multiple message communication device. Ex. Respond “yes” or “no” (vocalization, gesture, eye gaze, voice output device) when asked to vote as to whether or not to include a rule for group discussions.</p> <p>EESL.11-12.1.c. With guidance and support, ask or answer questions during a discussion.</p>
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				<p>Ex. Answer questions posed by peers during a discussion (e.g., “yes” or “no,” single words, activate a voice output device with preprogrammed messages, point to a picture).</p> <p>Ex. Ask peers questions during a discussion (e.g., single words such as <i>who, what, where</i>; single word with a rising intonation; activating a voice output device with preprogrammed messages, “Can you tell me more?”).</p> <p>EESL.11-12.1.d. Make a comment or claim during a discussion.</p> <p>Ex. Agree with something a peer says by indicating, “yes!”</p> <p>Ex. Use a preprogrammed communication device to make a comment during a discussion.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration		Grade: 11	Standard 2 (SL.11.2)
<p>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.</p>	<p>Quarter 1: Identify and integrate information from multiple sources presented in diverse media (e.g.</p> <ul style="list-style-type: none"> • visually • quantitatively • orally) <p>Evaluate credibility of integrated sources of information presented:</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Evaluate accuracy of integrated sources of information presented:</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Integrate multiple sources of information presented</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Determine discrepancies among the data to make informed decisions and to solve problems</p>	<p>Quarter 2: Identify and integrate information from multiple sources presented in diverse media (e.g.</p> <ul style="list-style-type: none"> • visually • quantitatively • orally) <p>Evaluate credibility of integrated sources of information presented:</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Evaluate accuracy of integrated sources of information presented:</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Integrate multiple sources of information presented</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>Determine discrepancies among the data to make informed decisions and to solve problems</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>integrate multiple sources of information from diverse media formats</p> <p>make informed decisions and solve problems</p> <p>evaluate credibility and accuracy of sources</p> <p>note discrepancies among data</p>	<p>integrate</p> <p>multiple sources of information</p> <p>diverse media and formats (e.g., visually, quantitatively, orally)</p> <p>make informed decisions</p> <p>solve problems</p> <p>evaluating</p> <p>credibility</p> <p>accuracy</p> <p>discrepancies</p>	<p>Students know:</p> <p>techniques to integrate multiple sources of information seen or heard in diverse media formats</p> <p>techniques for making informed decisions through multiple information sources and media formats</p> <p>techniques for problem solving using multiple information sources and media formats</p> <p>techniques for evaluating credibility of sources from a variety of media formats</p> <p>techniques for evaluating accuracy of sources from a variety of media formats</p> <p>strategies for noting discrepancies among the</p>	<p>Students understand/are able to:</p> <p>integrate multiple sources of information seen or heard in variety of media or formats</p> <p>make informed decisions using multiple information sources and media formats</p> <p>problem solve using multiple information sources and media formats</p> <p>evaluate the credibility of sources from a variety of media or formats</p> <p>evaluate the accuracy of sources from a variety of media or formats</p> <p>note discrepancies in the evaluation of data</p> <p>Students understand that listeners or viewers form a thorough understanding of a topic, text, or issue by evaluating the credibility</p>	<p>Level IV Students will: EESL.11-12.2. N/A</p> <p>Level III Students will: EESL.11-12.2. Determine the credibility and accuracy of information presented across diverse media or formats. Ex. Compare information on one topic from two or more Internet sources to determine the accuracy and credibility of both. Ex. Compare information on a topic in a book with the same topic described on the Internet. Ex. Given information from two sources, use strategies to decide which information is most accurate (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).</p> <p>Level II Students will: EESL.11-12.2. Determine the credibility of information presented in diverse media or formats. Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.). Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.</p>

		data	and accuracy of information presented in diverse media and formats.	<p>Level I Students will:</p> <p>EESL.11-12.2. With guidance and support, identify information presented in diverse media or formats.</p> <p>Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic.</p> <p>Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.					
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 11	Standard 3 (SL.11.3)	
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
		Define and identify a speaker's: <ul style="list-style-type: none"> • use of rhetoric • point of view • reasoning • use of evidence • stance • tone • choice of words • points of emphasis • links among ideas • premises Evaluate a speaker's point of view by assessing: <ul style="list-style-type: none"> • stance • premises • links among ideas • word choice • points of emphasis • tone Evaluate a speaker's reasoning by assessing: <ul style="list-style-type: none"> • stance 			

		<ul style="list-style-type: none">• premises• links among ideas• word choice• points of emphasis• tone <p>Evaluate a speaker's use of evidence and rhetoric by assessing:</p> <ul style="list-style-type: none">• stance• premises• links among ideas• word choice• points of emphasis• tone		
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>evaluate a speaker's point of view</p> <p>evaluate a speaker's use of reasoning, evidence, and rhetoric</p> <p>assess a speaker's stance and premises</p> <p>identify links among ideas</p> <p>evaluate a speaker's word choice, points of emphasis, and tone</p>	<p>evaluate</p> <p>point of view</p> <p>reasoning</p> <p>use of evidence</p> <p>rhetoric</p> <p>assessing the stance</p> <p>premises</p> <p>points of emphasis</p> <p>tone</p>	<p>Students know:</p> <p>techniques for attentive listening</p> <p>techniques for identifying point of view, reasoning, and use of evidence</p> <p>techniques of rhetoric used in speaking</p> <p>techniques for assessing a speaker's stance</p> <p>word techniques used by speakers to signify links and points of emphasis</p> <p>techniques for identifying a speaker's tone</p>	<p>Students understand/are able to listen attentively to a speaker to:</p> <p>notice and record speaker's point of view, reasoning, and use of evidence</p> <p>explain how a speaker uses rhetoric</p> <p>assess the speaker's stance and premises</p> <p>identify links among ideas</p> <p>evaluate word choice, points of emphasis, and tone used</p> <p>Students understand that discerning listening involves critiquing and evaluating.</p>	<p>Level IV Students will: EESL.11-12.3. N/A</p> <p>Level III Students will: EESL.11-12.3. Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact in one color and those that are opinion in a second color. Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. Ex. Categorize statements made by peers as fact or opinion. Ex. Choose statements made by a peer that are fact (e.g., “Did the teacher tell you it was true in the past?”).</p> <p>Level II Students will: EESL.11-12.3. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. Ex. After a peer makes a claim about a text being discussed, determine whether it is supported by the text.</p> <p>Level I Students will:</p>

				<p>EESL.11-12.3. Identify facts about self and state opinions.</p> <p>Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.), state an opinion (e.g., “Brown hair is nice.”).</p> <p>Ex. Classify examples of fact or opinion about self when given choices.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 11	Standard 4 (SL.11.4)
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.	Quarter 1:	<p>Quarter 2:</p> <p>Identify:</p> <ul style="list-style-type: none"> • information/findings • clear, distinct perspective <p>Recognize that presentation of information is determined by analysis of purpose, audience, and task</p> <p>Recognize that issues generate alternative and opposing perspectives</p> <p>Determine:</p> <ul style="list-style-type: none"> • supporting evidence • logical organization • alternative or opposing viewpoints <p>and appropriate:</p> <ul style="list-style-type: none"> • development • substance • style <p>to:</p> <ul style="list-style-type: none"> • purpose • audience 	<p>Quarter 3:</p> <p>Identify:</p> <ul style="list-style-type: none"> • information/findings • clear, distinct perspective <p>Recognize that presentation of information is determined by analysis of purpose, audience, and task</p> <p>Recognize that issues generate alternative and opposing perspectives</p> <p>Determine:</p> <ul style="list-style-type: none"> • supporting evidence • logical organization • alternative or opposing viewpoints <p>and appropriate:</p> <ul style="list-style-type: none"> • development • substance • style <p>to:</p> <ul style="list-style-type: none"> • purpose • audience 	Quarter 4:

		<ul style="list-style-type: none"> • range of formal and informal tasks <p>Present:</p> <ul style="list-style-type: none"> • information • findings • supporting evidence <p>conveying a clear and distinct perspective so that listeners can follow the line of reasoning</p> <p>Include:</p> <ul style="list-style-type: none"> • alternative perspectives • opposing perspectives <p>Utilize appropriate:</p> <ul style="list-style-type: none"> • organization • development • substance • style <p>for:</p> <ul style="list-style-type: none"> • purpose • audience • a range of formal and informal tasks 	<ul style="list-style-type: none"> • range of formal and informal tasks <p>Present:</p> <ul style="list-style-type: none"> • information • findings • supporting evidence <p>conveying a clear and distinct perspective so that listeners can follow the line of reasoning</p> <p>Include:</p> <ul style="list-style-type: none"> • alternative perspectives • opposing perspectives <p>Utilize appropriate:</p> <ul style="list-style-type: none"> • organization • development • substance • style <p>for:</p> <ul style="list-style-type: none"> • purpose • audience • a range of formal and informal tasks 	
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students orally present information, findings, and supporting evidence: including a clear and distinct perspective allowing listeners to follow the line of reasoning addressing alternative or opposing perspectives adapting organization to purpose, audience, and range of tasks adapting development to purpose, audience, and range of tasks adapting substance to purpose, audience, and range of tasks adapting style to purpose, audience, and range of tasks</p>	<p>information findings supporting evidence conveying a clear and distinct perspective follow the line of reasoning alternative or opposing perspective organization development substance style purpose audience</p>	<p>Students know: techniques for orally presenting information, findings, and supporting evidence strategies for orally conveying a clear and distinct perspective techniques for presenting information with a clear line of reasoning understanding often results from addressing alternative or opposing perspectives techniques for analyzing and adapting to purpose, audience, and range of formal and informal tasks</p>	<p>Students understand/are able to: use techniques for orally presenting information, findings, and supporting evidence orally convey a clear and distinct perspective present information with a clear line of reasoning address alternative or opposing perspectives adapt information and delivery to purpose, audience, and range of formal and informal tasks Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p>	<p>Level IV Students will: EESL.11-12.4. Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.</p> <p>Level III Students will: EESL.11-12.4. Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. Ex. When asked to present on a community issue with two sides (e.g., building a new school), gather information, organize it, and present it. Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.</p> <p>Level II Students will: EESL.11-12.4. Present information logically with an organization that is appropriate to purpose, audience, and task. Ex. Create a presentation about a class project beginning with a picture of the final product and explaining each step; then, present it at an open house for parents. Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with</p>

	range of formal and informal tasks			<p>important details that appear throughout. Ex. Given the steps required to prepare a recipe, sequence the information and state the directions as a peer prepares it for the class.</p> <p>Level I Students will: EESL.11-12.4. With guidance and support, present prepared information. Ex. Use a single message voice output device to present information prerecorded with the help of a peer or adult. Ex. Use a single switch to advance the slides in a multimedia presentation of information prepared with peers or a teacher.</p>
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College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 11	Standard 5 (SL.11.5)
<p>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.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		<p>Recognize strategic digital media</p> <p>Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest</p> <p>Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> • enhance understanding • add interest 		<p>Recognize strategic digital media</p> <p>Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest</p> <p>Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> • enhance understanding • add interest

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students include multimedia components and visual displays to:</p> <p>clarify information</p> <p>strengthen claims and evidence</p> <p>add interest in presentations</p>	<p>integrate</p> <p>multimedia</p> <p>visual displays</p> <p>presentations</p> <p>clarify information</p> <p>strengthen claims and evidence</p> <p>add interest</p>	<p>Students know:</p> <p>varied multimedia components</p> <p>techniques to integrate multimedia and visual displays into presentations</p> <p>when multimedia components and visual displays can be used for clarification, emphasis, and interest</p> <p>techniques for creating multimedia components or visual displays for clarification, emphasis, and interest</p>	<p>Students understand/are able to:</p> <p>clarify information, strengthen claims and evidence, and add interest to a presentation through the integration of multimedia components and visual displays.</p> <p>Students understand that a speaker can clarify, emphasize information, and add interest through multimedia components and visual displays.</p>	<p>Level IV Students will: EESL.11-12.5. Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. Ex. Use video to support statement(s) made in an oral presentation. Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic.</p> <p>Level III Students will: EESL.11-12.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Ex. Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility. Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation.</p> <p>Level II Students will: EESL.11-12.5. Select an image or other digital media to add to a presentation. Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation.</p>

				<p>Level I Students will: EESL.11-12.5. Assist with media presentation. Ex. Indicate approval of images a peer has selected to include in a media presentation. Ex. Use a switch to make a presentation prepared with a group of peers.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 11	Standard 6 (SL.11.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
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.)	Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings 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.	Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings 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.		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>adapt speech to a variety of contexts and tasks.</p> <p>demonstrate command of speaking in formal English when indicated or appropriate</p>	<p>adapt speech</p> <p>variety of contexts and tasks</p> <p>demonstrating command of formal English when indicated or appropriate</p>	<p>Students know:</p> <p>what types of contexts call for formal English</p> <p>techniques for evaluating whether formal English is appropriate to a task and situation</p> <p>vocabulary: formal English</p>	<p>Students understand/are able to:</p> <p>adapt their speech appropriately to task and situation</p> <p>demonstrate command of formal English when appropriate to task and situation</p> <p>Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.</p>	<p>Level IV Students will: EESL.11-12.6. N/A</p> <p>Level III Students will: EESL.11-12.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now.”). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.</p> <p>Level II Students will: EESL.11-12.6. Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand one-word response to a complete sentence when asked (e.g., The student says, “more” and expands it to say, “I want more.” when asked.).</p>

				<p>Ex. Using a multiple message voice output device to expand a one-word response to a complete sentence when asked (e.g., The student says, “bad class,” and expands it to say, “The class was bad.” when asked to say it in a complete sentence.).</p> <p>Level I Students will: EESL.11-12.6. Communicate in a variety of contexts. Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities. Ex. Use communication devices to communicate using language.</p>
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College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 11	Standard 1 (L.11.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>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.</p>	<p>Recognize that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-</i></p>	<p>Recognize that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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</p> <p>Demonstrate command of the</p>	<p>Recognize that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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</p> <p>Demonstrate command of the</p>	<p>Recognize that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>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</p> <p>Demonstrate command of the</p>

	<p><i>Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) as needed</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p>	<p>conventions of standard English grammar and usage when speaking</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p>	<p>conventions of standard English grammar and usage when speaking</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Depending on the intended audience and purpose, students:</p> <p>demonstrate command of the conventions of standard English grammar when writing or speaking</p> <p>understand that usage is affected by conventions, can change over time, and become contested</p> <p>resolve contested language through the use of references materials such as dictionaries of usage as necessary</p>	<p>demonstrate command conventions</p> <p>standard English</p> <p>grammar</p> <p>usage is a matter of convention</p> <p>contested usage</p> <p>resolve issues</p> <p>complex usage</p> <p>consulting references</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>usage is a matter of convention</p> <p>usage changes over time</p> <p>usage is often contested</p> <p>consulting references such as dictionaries of usage can resolve issues of contest</p>	<p>Students understand/are able to:</p> <p>apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience</p> <p>apply their knowledge of the changing usage of words in regard to convention and time</p> <p>use reference materials to resolve issues of contest over word usage and change</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>Level IV Students will:</p> <p>EEL.11-12.1.a. N/A</p> <p>EEL.11-12.1.b. Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling. Ex. Peer edit another student’s writing sample to resolve issues in grammar, punctuation, and spelling. Ex. Record a reading of writing sample and playback audio to check for grammar usage.</p> <p>Level III Students will:</p> <p>EEL.11-12.1.a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend). Ex. Use different sentence structures and word choices for different forms of writing. Ex. Write a text or instant message effectively selecting the few words that best communicate the message. Ex. Use C device to compose short, telegraphic messages in informal, face-to-face communication but composes complete messages when writing (e.g., Asks friend, “Game today?” when speaking, but writes an e-mail to another friend, “Wanna go to the game tonight?”).</p> <p>EEL.11-12.1.b. Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).</p>

				<p>Ex. Use a dictionary or thesaurus when provided by the teacher to find alternate words with similar meanings.</p> <p>Ex. Respond to electronic prompts for editing (e.g., spell check, grammar check, auto corrects, word prediction software).</p> <p>Level II Students will:</p> <p>EEL.11-12.1.a. Write a variety of forms of communication to accomplish different purposes.</p> <p>Ex. Write an e-mail, letter, or text message to communicate with someone else.</p> <p>Ex. Write an informal note to the teacher asking a question.</p> <p>EEL.11-12.1.b. Use resources to resolve issues involving spelling and word choice.</p> <p>Ex. Ask a teacher how to correct a misspelled word.</p> <p>Ex. Use spell check to find correct spellings.</p> <p>Level I Students will:</p> <p>EEL.11-12.1.a. Use language to meet a variety of communication purposes.</p> <p>Ex. Combine two symbols to make a request.</p> <p>Ex. Use three words to thank someone.</p> <p>Ex. Combine two or more symbols to communicate.</p> <p>EEL.11-12.1.b. Identify words.</p> <p>Ex. When given a choice of words or pictures, select words from story.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 11	Standard 2 (L.11.2) On EOC Blueprint
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	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	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	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	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
a. Observe hyphenation conventions.				
b. Spell correctly.				

Evidence of Student	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
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Attainment/Assessment				
<p>Depending on the intended audience and purpose, students:</p> <p>apply conventions of standard English, capitalization, punctuation, and spelling when writing</p> <p>The student's writing is easily understood by the intended audience because of appropriate standard English, capitalization, punctuation, and spelling usage (e.g., hyphenation conventions).</p>	<p>demonstrate command conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>hyphenation conventions</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>conventions of hyphenation</p> <p>vocabulary: hyphenation</p>	<p>Students understand/are able to:</p> <p>apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience</p> <p>This includes:</p> <p>using hyphenation conventions appropriately</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>Level IV Students will:</p> <p>EEL.11-12.2. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. Ex. Generate lengthy texts that conform to conventions of English grammar and clearly conveys meaning. Ex. Write (letters, e-mails, notes) to others following conventions of English grammar and clearly conveying intended meaning. Ex. Engage in multiple-turn exchanges or extended discussions applying conventions of English grammar and communicating intended meaning successfully.</p> <p>EEL.11-12.2.b. N/A</p> <p>Level III Students will:</p> <p>EEL.11-12.2. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. Ex. Write sentence-level texts that conform to conventions of English grammar and clearly conveys meaning. Ex. Read text observing rules of speech, pausing at ends of sentences, etc.</p> <p>EEL.11-12.2.b. N/A</p> <p>Level II Students will:</p> <p>EEL.11-12.2. Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning. Ex. Identify words that appropriately relate to a conveyed meaning. Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning.</p> <p>EEL.11-12.2.b. N/A</p>

				Level I Students will: EEL.11-12.2. Use language to communicate. Ex. Use 1-2 symbols to meet a variety of communication purposes. EEL.11-12.2.b. N/A
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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Language		Cluster: Knowledge of Language		Grade: 11
				Standard 3 (L.11.3) On EOC Blueprint
<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Quarter 1:</p> <p>Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> • style • syntax <p>Apply knowledge of language to:</p> <ul style="list-style-type: none"> • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening <p>Vary syntax for effect when writing, consulting references when needed</p> <p>Apply knowledge of syntax to the study of complex texts when reading</p>	<p>Quarter 2:</p> <p>Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> • style • syntax <p>Apply knowledge of language to:</p> <ul style="list-style-type: none"> • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening <p>Vary syntax for effect when writing, consulting references when needed</p> <p>Apply knowledge of syntax to the study of complex texts when reading</p>	<p>Quarter 3:</p> <p>Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> • style • syntax <p>Apply knowledge of language to:</p> <ul style="list-style-type: none"> • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening <p>Vary syntax for effect when writing, consulting references when needed</p> <p>Apply knowledge of syntax to the study of complex texts when reading</p>	<p>Quarter 4:</p> <p>Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> • style • syntax <p>Apply knowledge of language to:</p> <ul style="list-style-type: none"> • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening <p>Vary syntax for effect when writing, consulting references when needed</p> <p>Apply knowledge of syntax to the study of complex texts when reading</p>
	Evidence of Student	Vocabulary	Knowledge	Skills

Attainment/Assessment				
<p>Students:</p> <p>apply knowledge of language to understand how it functions in different contexts</p> <p>understand how using language correctly can affect meaning and style</p> <p>use guidance to utilize syntax for effect in writing as well as to demonstrate the understanding of syntax in the reading of complex texts</p>	<p>apply</p> <p>function</p> <p>context</p> <p>meaning</p> <p>understanding</p> <p>syntax</p>	<p>Students know:</p> <p>language functions in different contexts</p> <p>language can be manipulated for meaning or style</p> <p>knowledge of language increases comprehension</p> <p>guidance exists to direct integration of syntax in text</p> <p>meaning of syntax</p>	<p>Students understand/are able to apply knowledge of language when reading and writing to:</p> <p>comprehend more fully</p> <p>make choices for meaning and style</p> <p>apply syntax to writing using guidance when necessary</p> <p>apply understanding of syntax to the reading of complex texts</p> <p>Students understand that choosing and applying precise language can achieve particular effects, increase comprehension, and communicate complex ideas, actions, moods, and states.</p>	<p>Level IV Students will: EEL.11-12.3.a. Use varied sentence structure in a single written product or communication exchange. Ex. Use simple, repetitive sentences to share information about a topic but vary sentence structures when writing a personal narrative.</p> <p>Level III Students will: EEL.11-12.3.a. Vary sentence structure using a variety of simple and compound sentence structures. Ex. Write a brief summary of a story read using a combination of simple and compound sentences.</p> <p>Level II Students will: EEL.11-12.3.a. Uses grammatically correct simple sentence structures in writing and communication.</p> <p>Level I Students will: EEL.11-12.3.a. Combines 2-3 words according to grammatical rules to write or communicate. Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. Ex. Select 2-3 words from a word bank and combine them according to grammatical rules to successfully communicate intended meaning.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 11	Standard 4 (L.11.4)
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and</p>	<p>Quarter 1:</p> <p>Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)</p> <p>Identify words and phrases that have multiple meanings</p> <p>Recognize patterns of word changes that indicate meaning or part of speech (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Consult specialized and general print and digital reference materials to find:</p> <ul style="list-style-type: none"> • word pronunciation • meaning • part of speech • etymology • standard usage <p>Use context (e.g., the overall meaning of a sentence, paragraph, or</p>	<p>Quarter 2:</p> <p>Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)</p> <p>Identify words and phrases that have multiple meanings</p> <p>Recognize patterns of word changes that indicate meaning or part of speech (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Consult specialized and general print and digital reference materials to find:</p> <ul style="list-style-type: none"> • word pronunciation • meaning • part of speech • etymology • standard usage <p>Use context (e.g., the overall meaning of a sentence, paragraph,</p>	<p>Quarter 3:</p> <p>Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)</p> <p>Identify words and phrases that have multiple meanings</p> <p>Recognize patterns of word changes that indicate meaning or part of speech (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Consult specialized and general print and digital reference materials to find:</p> <ul style="list-style-type: none"> • word pronunciation • meaning • part of speech • etymology • standard usage <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a</p>	<p>Quarter 4:</p> <p>Recognize context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence)</p> <p>Identify words and phrases that have multiple meanings</p> <p>Recognize patterns of word changes that indicate meaning or part of speech (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Consult specialized and general print and digital reference materials to find:</p> <ul style="list-style-type: none"> • word pronunciation • meaning • part of speech • etymology • standard usage <p>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</p>

<p>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.</p> <p>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).</p>	<p>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</p> <p>Use patterns of word changes to determine meaning (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase</p>	<p>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</p> <p>Use patterns of word changes to determine meaning (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase</p>	<p>sentence) as a clue to the meaning of a multiple meaning or unknown word or phrase</p> <p>Use patterns of word changes to determine meaning (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase</p>	<p>meaning or unknown word or phrase</p> <p>Use patterns of word changes to determine meaning (e.g., <i>conceive, conception, conceivable</i>)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and writing content by:</p> <p>using the context clues to determine meaning, overall meaning of a sentence, paragraph, or text, and/or a word's position or function in a sentence</p> <p>identifying and correctly using patterns of word changes indicating meaning or part of speech (e.g., conceive, conception, conceivable)</p> <p>checking reference materials (e.g., glossaries, dictionaries, thesauruses) in</p>	<p>grades 11-12 reading and content</p> <p>context</p> <p>patterns of word changes</p> <p>parts of speech</p> <p>etymology</p> <p>inferred meaning</p> <p>standard usage</p>	<p>Students know:</p> <p>context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) is a clue to the meaning of the word</p> <p>patterns of word changes indicate different meanings or parts of speech</p> <p>reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words</p> <p>reference materials are in print and digital formats</p> <p>techniques to verify their preliminary determination of the meaning of a word</p> <p>techniques to determine a</p>	<p>Students understand/are able to:</p> <p>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence)</p> <p>identify patterns of word changes to indicate meanings or parts of speech.</p> <p>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, etymology, part of speech, or standard usage</p> <p>Students understand that they will determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting reference materials.</p>	<p>Level IV Students will:</p> <p>EEL.11-12.4.a. N/A</p> <p>EEL.11-12.4.b-c. N/A</p> <p>EEL.11-12.4.d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p> <p>Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.</p> <p>Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.</p> <p>Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p>Level III Students will:</p> <p>EEL.11-12.4.a. Use context to determine the meaning of unknown words.</p> <p>Ex. Determine the meaning of unknown words using knowledge of the topic of the passage and the context surrounding the word.</p> <p>EEL.11-12.4.b-c. N/A</p> <p>EEL.11-12.4.d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p> <p>Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.</p> <p>Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.</p> <p>Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p>

<p>print or digital format, for the pronunciation, precise meaning of a word, its part of speech, its etymology, or its standard usage</p> <p>verifying the determination of the meaning of a word or phrase by using context or by using a dictionary</p>		<p>word's etymology</p> <p>techniques to determine a word's standard usage</p> <p>vocabulary: context, clue, sentence, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, part of speech, etymology, standard usage</p>	<p>Level II Students will:</p> <p>EEL.11-12.4.a. Determine the meaning of a word in a sentence. Ex. Given choices of old and new words, correctly fills in a word to complete a sentence.</p> <p>EEL.11-12.4.b-c. N/A</p> <p>EEL.11-12.4.d. With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Double-click on a word to reveal the definition in multimedia reading software. Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p>Level I Students will:</p> <p>EEL.11-12.4.a. Recognize the meaning of word from a picture. Ex. Point to object (computer) in response to a word to indicate meaning. Ex. Choose symbol for small in response to teacher questions (e.g., When shown a picture of a mouse standing next to an elephant and the teacher says, "This mouse is tiny. Does tiny mean big or small?" The student chooses symbol for small.).</p> <p>EEL.11-12.4.b-c. N/A</p> <p>EEL.11-12.4.d. Ask for clarification when needed. Ex. Indicate confusion or lack of understanding saying, "I don't know." Ex. Indicate "yes" or "no" when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
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College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 11	Standard 5 (L.11.5)
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Quarter 1:</p> <p>Define figures of speech (e.g. hyperbole, paradox)</p> <p>Recognize figures of speech within the text</p> <p>Identify words with similar denotations</p> <p>Recognize nuances in the meaning of words with similar meanings</p> <p>Interpret figures of speech (e.g. hyperbole, paradox)</p> <p>Analyze the role of figurative language within the text</p> <p>Determine how figurative language impacts a text’s purpose</p> <p>Analyze nuances in the meanings of words with similar denotations</p>	<p>Quarter 2:</p> <p>Define figures of speech (e.g. hyperbole, paradox)</p> <p>Recognize figures of speech within the text</p> <p>Identify words with similar denotations</p> <p>Recognize nuances in the meaning of words with similar meanings</p> <p>Interpret figures of speech (e.g. hyperbole, paradox)</p> <p>Analyze the role of figurative language within the text</p> <p>Determine how figurative language impacts a text’s purpose</p> <p>Analyze nuances in the meanings of words with similar denotations</p>	<p>Quarter 3:</p> <p>Define figures of speech (e.g. hyperbole, paradox)</p> <p>Recognize figures of speech within the text</p> <p>Identify words with similar denotations</p> <p>Recognize nuances in the meaning of words with similar meanings</p> <p>Interpret figures of speech (e.g. hyperbole, paradox)</p> <p>Analyze the role of figurative language within the text</p> <p>Determine how figurative language impacts a text’s purpose</p> <p>Analyze nuances in the meanings of words with similar denotations</p>	<p>Quarter 4:</p> <p>Define figures of speech (e.g. hyperbole, paradox)</p> <p>Recognize figures of speech within the text</p> <p>Identify words with similar denotations</p> <p>Recognize nuances in the meaning of words with similar meanings</p> <p>Interpret figures of speech (e.g. hyperbole, paradox)</p> <p>Analyze the role of figurative language within the text</p> <p>Determine how figurative language impacts a text’s purpose</p> <p>Analyze nuances in the meanings of words with similar denotations</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and speaking to demonstrate understanding of figurative language, word relationships, and nuances in word meanings and analyze their role in the text including:</p> <p>hyperbole in context and analyze its role in the text</p> <p>paradox in context and analyze its role in the text</p> <p>nuances in word meanings with similar denotations</p>	<p>demonstrate understanding</p> <p>figurative language</p> <p>word relationships</p> <p>nuances</p> <p>paradox</p> <p>hyperbole</p> <p>analyze</p> <p>denotation</p>	<p>Students know:</p> <p>relationships between words can be used to understand words</p> <p>uses and types of figurative language</p> <p>effects of nuances in word meanings</p> <p>figures of speech such as hyperbole and paradox</p> <p>roles figures of speech play in context</p> <p>words with similar denotations can have different meanings</p> <p>vocabulary: hyperbole, paradox, nuance</p>	<p>Students understand/are able to:</p> <p>interpret types of figurative language</p> <p>understand nuances in word meanings</p> <p>use the relationship between particular words to better understand each of the words</p> <p>distinguish among the connotations of words with similar denotations</p> <p>Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships.</p>	<p>Level IV Students will: EEL.11-12.5.a. N/A EEL.11-12.5.b. N/A</p> <p>Level III Students will: EEL.11-12.5.a. Interpret simple figures of speech encountered while reading or listening. Ex. Understand simile (e.g., My dog has a memory like an elephant.) when it is encountered when reading. Ex. Determine the difference between the literal meaning of metaphors (e.g., My cat is getting a big as a house.) and the actual meaning when reading or listening (e.g., My cat is fat.). EEL.11-12.5.b. N/A</p> <p>Level II Students will: EEL.11-12.5.a. Understand common idioms and figures of speech. Ex. Given a representation of figurative language (e.g., picture for “It’s raining cats and dogs”), answers “yes” or “no” to “Does this really happen?” EEL.11-12.5.b. N/A</p> <p>Level I Students will: EEL.11-12.5.a. Understand common phrases. Ex. Responds appropriately when someone says phrases such as: <i>your turn, take one, look at that.</i> EEL.11-12.5.b. N/A</p>

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<p>College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 11	Standard 6 (L.11.6) On EOC Blueprint
<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Quarter 1:	Quarter 2:	<p>Quarter 3:</p> <p>Identify academic and domain-specific words and phrases sufficient for:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Recognize and gather words and phrases important to comprehension or expression</p> <p>Identify appropriate resources to aid in gathering vocabulary knowledge</p> <p>Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Acquire and use appropriate contextual</p>	Quarter 4:

			<p>clues when demonstrating independence in gathering vocabulary knowledge</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p> <p>Use general academic and domain-specific words and phrases at the college and career readiness level, sufficient for: reading writing speaking and listening</p> <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge</p> <p>Demonstrate independence in gathering vocabulary knowledge by:</p> <ul style="list-style-type: none"> • contextual clues • references/resource 	
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students: acquire and use general appropriate vocabulary and academic words and phrases which are sufficient for reading, writing, speaking, and listening at the college and career readiness level</p> <p>Students: demonstrate independence in acquiring vocabulary appropriate to specific comprehension and/or expression</p>	<p>acquire</p> <p>use accurately</p> <p>grade-appropriate</p> <p>general academic words</p> <p>college and career readiness</p> <p>phrases</p> <p>gather vocabulary knowledge</p> <p>independence</p> <p>important to comprehension</p> <p>important to expression</p>	<p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>words and phrases appropriate to and sufficient for reading, writing, speaking, and listening at a college or career level</p> <p>techniques for determining whether a word or phrase is important to comprehension</p> <p>techniques for</p>	<p>Students understand/are able to:</p> <p>acquire and use accurately grade-appropriate general academic words and phrases that are also sufficient for reading, writing, speaking, and listening at a college and career level</p> <p>acquire and use accurately grade-appropriate domain-specific words and phrases appropriate to and sufficient for reading, writing, speaking, and listening at a college and career level</p> <p>independently identify and investigate vocabulary important to comprehension</p> <p>independently identify and investigate vocabulary important to expression</p> <p>Students understand that the extensive vocabulary needed for success in and beyond school is built through reading and study.</p>	<p>Level IV Students will: EEL.11-12.6. N/A</p> <p>Level III Students will: EEL.11-12.6. Use academic and domain-specific words and phrases for communication appropriately for one’s own educational plans and career goals. Ex. Respond to a mock interview question specific to one’s own educational plan.</p> <p>Level II Students will: EEL.11-12.6. Use academic and domain-specific words and phrases when writing and for communication. Ex. Complete a job application specific to one’s own educational plan.</p> <p>Level I Students will: EEL.11-12.6. Demonstrate understanding of general academic language. Ex. Point to, underline, or otherwise indicate new academic language.</p>

		determining whether a word or phrase is important to expression		
		techniques for using context and resources to understand important vocabulary		