
Academy ENGLISH 12

Course Description and Curriculum Mapping

Telesis Preparatory Academy



Telesis Preparatory Academy

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CURRENT COURSE INFORMATION: COURSE ID: Academy English 12
CLASS LEVEL: Traditional 12th grade

COURSE RESOURCES: Text: Pearson Common Core Literature Grade 12
Pearson Education, Inc. 2015
ISBN: 978-0-13-326856-0
Delivered through Pearson Education

ON LINE RESOURCES at www.edmodo.com

Available Resources: ExamView Test Generator
Interactive Textbook
Presentation Pro CD-ROM
Computer Test Bank
Test Prep Resources
Spanish Resources

Course Description: Academy English 12 is the fourth of four required English courses at Telesis Preparatory Academy. Students in Academy English study grammar and vocabulary, the mechanics and process of writing, various methods of presentation, and reading comprehension. Students in Academy English are expected to make good progress in all areas, as well as to complete an Accelerated Reader goal.

In English 12 students will focus on European literature from the Middle Ages to the present. Students will read from Beowulf, Chaucer's Canterbury Tales and Dante's Inferno to twentieth-century works such as Ionesco's Rhinoceros and Kafka's Metamorphosis. Students will analyze how forms and ideas have evolved over time. Students will consider prominent themes for each of the time periods. The poetry of Shakespeare, Donne, Milton, Blake, Wordsworth, Byron, Auden, and others will be covered to teach students English metrical forms and expressive recitation. Through essays, research papers, and discussions, students will identify historical circumstances that influence a piece of literature, locate symbolism within a work or works, consider and challenge moral or philosophical questions and perspectives of a writer. Students use various media sources to thoroughly analyze each piece of literature they read. They will also participate in small and large group discussions. In these discussions students share their thoughts about each piece, and make real life connections. All of this is done with minimal teacher facilitation.

Specific(s) Included by Topic are:

TOPICS	CONTENT
LITERATURE: EPICS	Anglo-Saxon Lyric Poetry
	Epic and Epic Hero
	Evaluate Validity and Reliability
	Analyze the Clarity of Meaning
	Characterization and Social Commentary
	Allegories and Archetypal Narrative Elements
	Frame Story
	Comparing Frame Stories Across Cultures
	Determine the Main Idea or Essential Message
	Medieval Romances and Legends
	Analyzing, Evaluating, and Applying Information from Text Features
	Letters and Ballads
	LITERATURE: DRAMA
Sonnet	
Analyze Similar Themes	
Pastoral	
Analyze Text Structures	
Shakespearean Sonnet and Syntax	
Summarizing	
Speech and Eyewitness Account	
Psalms, Sermons, and Parables	
Analyzing Information from Text Features	
Elizabethan Drama, Tragedy, and Soliloquy	
Analyzing Clarity of Meaning	
Blank Verse	
Identify Cause-and-Effect Relationships	
Conflict, Climax, and Dramatic Irony	
Imagery	
Relate Work to the Major Themes and issues of Its Period	
Shakespearean Tragedy	
Comparing Tragedy past and Present	
LITERATURE: ESSAYS	Analyze the Author's Perspective and How it Affects the Meaning
	Metaphysical Poetry Conceit, and Paradox
	Comparing and Contrasting Elements
	Lyric and Epigram
	Analyze and Evaluate Similar Themes
	Carpe Diem Theme
	Using a Graphic Organizer
	The Italian Sonnet and Epic
	Comparing Epics Around the World
	Analyzing the Text Structure
	Allegory
	Relate [a Work] to the Major Themes and Issues of Its Historical Period
Tradition and Reform	
Verify and Clarify Facts	

Adopted 07/2014

	Diary and Policy Statement
	Asking questions
	First-person Point of View
	Analyzing and Evaluating Information from Text Features
	Satire
	Analyze How an Author's Purpose Affects the Meaning of a Work
	Parody and Epic Similes
	Analyzing the Author's Purpose
	Dictionary and biography
	Determine the Essential Message
	Pre-Romantic Poetry
	Analyze the Author's Implicit Philosophical Assumptions
	Analyze the Author's Explicit Assumptions
	Essay and Historical Period
LITERATURE: LYRIC POETRY	Analyze Information from Text Features
	Dialect
	Applying Critical Perspectives
	Archetypes and Social Commentary
	Make Predictions
	Gothic Literature and the Romantic Movement
	Evaluating the Influence of the Historical Period
	Romanticism, Lyric, and Diction
	Comparing Lyric Poetry from Around the World
	Comparing and Contrasting Sound Devices
	Narrative Poetry and Poetic Sound Devices
	Question
	Figurative Language
	Comparing and Contrasting Elements
	Imagery and Romantic Philosophy
	Determine the Main Idea
	Ode
	Analyzing Rhetorical Devices
	Debate and Letter
	Analyze the Author's Purpose
	Social Commentary and Persuasive Techniques
LITERATURE: THE NOVEL	Analyzing an Author's Philosophical Assumptions and Beliefs
	Speaker
	Compare and Contrast Speakers in Multiple Poems
	Dramatic Monologue
	Analyzing and Author's Purpose
	Ethical and Social Influences
	Comparing Social Criticism in Fiction
	Predict the Content and Purpose
	Website Home Page and Brochure
	Analyze the Author's Assumptions
	Philosophical Assumptions
	Connecting Poems to the Historical Period
	Mood and Theme
	Analyze the Techniques of Media Messages
	Note-Taking Guide

	Newspaper Article and Advertisement
	Comparing Primary Sources
	Analyze the Pattern of Stanzas
	Stanzas, Stanza Structure and Irony
	Analyzing the Author's beliefs
	Rhythm and Feet
LITERATURE: THE CONTEMPORARY SHORT STORY	Analyze Yeats's Philosophical Assumptions
	Philosophical System and Symbol
	Relate Eliot's Literary Works to the Historical Period
	Modernism
	Comparing and contrasting Elements
	Allegory and Pastoral
	Repair Your Comprehension by Asking Questions
	Point of View and Stream of Consciousness
	Stream of consciousness Narration
	Identifying Cause-and-Effect Relationships
	Plot Devices
	Make Predictions
	Theme and Symbol
	Infer the Essential Message
	Tone
	Determine the Essential Message
	Speech and Government Memorandum
	Relate a Literary Work to a Primary Source Document
	Ghost Story, Flashback and Ambiguity
	Understanding the Author's Purpose
	Universal Theme and Irony
	Analyze and Evaluate the Similar Themes
	Cultural Conflict and Irony
	Apply Your Background Knowledge of a Historical Period
	Historical Period
	Repair Comprehension by Understanding Allusions
	Political Critique and Allusion
	Summarize
	Diction, Style, and Sestina
	Compare and Contrast Literary Elements
	Theater of the Absurd
	Evaluate the Poet's Expression of Themes
	Style, Villanelle, and Free Verse
	Read it in Sentences
	Meter and Free Verse
	Recite the Poem Aloud
	Form and Elegy
	Identify the Causes of the Character's Actions
	Generational Conflicts and Characters
	Evaluate Social Influences of the Period
	Characterization and Theme
	Applying an Expository Critique
	Argumentative Essay and Analogy
	Analyzing Cause-and-Effect Relationships
	Technical Article and Press Release
	Outlining the Arguments and Strategies

	Personal Essay
LANGUAGE	Using Dictionaries and Other Resources
	Words from Mythology
	Etymology: Political Science/History Terms
	Etymology of Scientific, Medical, and Mathematical Terms
	Idioms
	Cognates and Borrowed Words
SPEAKING AND LISTENING	Evaluate Persuasive Speech
	Deliver a Persuasive Speech
	Oral Interpretation of a Literary Work
	Analyze a Non-Print Political Advertisement
	Analyze and Evaluate Entertainment Media
	Compare Media Coverage of Same Event
WRITING	Autobiographical Narrative
	Argumentative Essay
	Reflective essay
	Multimedia Presentation of an Argument
	Historical Investigation Report
	Short Story

YEARLY REQUIRED ASSESSMENTS & BENCHMARKING (Grades 7-12):

WEEK	DATE RANGE	TESTING TYPE
WEEK 1	August 12-15	STAR Reading (to set AR goals) & STAR Math
WEEK 2	August 18-22	Galileo Pre-tests
WEEK 8	October 14-17	Galileo Benchmark #1
WEEK 10	October 21-23	HS AIMS Writing, Reading, & Math (Grades 10-12)
WEEK 17	December 15-18	Galileo Benchmark #2
WEEK 18	January 5-9	Performance based finals for semester classes
WEEK 19	January 12-16	Galileo Pre-test Sem. 2 (grades 9-12)
WEEK 20	January 20-23	STAR Reading (to set semester 2 AR goals) & STAR Math
WEEK 25	February 23-26	Galileo Benchmark #3 (grades 1-8) – Benchmark # 1 (grades 9-12)
WEEK 28-29	March 23-April 3	PARCC/SB Testing Window (undecided)
WEEK 30	April 7 & 8	HS AIMS Math & Science (Grades 10-12)
WEEK 35	May 11-15	STAR Reading & Math (final progress)
WEEK 36	May 18-22	Galileo Post-tests

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

12th Grade **ELA**

Pearson Common Core Literature

Curriculum Pacing

Unit	Topic	AZCCRS	Support Resources and Strategies	Sem. Pacing	Dates:
Learning Objective		Alignment		18 weeks	2014-2015

Adopted 07/2014

					Sem1:	Sem2:
INTRO – Classroom procedures, student handbook				1 week	August 11-16	Galileo - Jan. 12-16
Assessment: STAR Reading & Math, Galileo pretest						STAR – Jan 20-23
Unit 1: From Legend to History: The old English and Medieval Periods (A.D. 449-1485)						
Writing Workshop: Narration: Autobiographical Narrative						
Part 1 Anchor Text: “The Seafarer,” translated by Burton Raffel SWBAT:	understand historical content, Anglo-Saxon lyric poetry Writing: editorial	RL5 W1 L5a		4 days		
Part 2 Anchor Text: From Beowulf, translated by Burton Raffel SWBAT:	determine main idea, evaluate validity & reliability, epic & epic hero Latin root –sol-, analogies Writing to sources: job application coordinating conjunctions, writing & speaking conventions	RL3 RI7 W1, W1d, W2, W2c L3a, L4d, L5, L5a		3 days		
Part 3 Anchor Text: from The Canterbury Tales: “The Wife of Bath’s Tale,” Geoffrey Chaucer, translated by Nevill Coghill SWBAT:	analyze clarity of meaning, context clues, comparing frame stories across cultures, historical writing, characterization and social commentary, allegories & archetypal narrative elements, frame story Latin suffix –tion, Greek prefix apo-, multiple-meaning words in context Writing to sources: business memo, pilgrimage blog, persuasive sermon on greed correlative conjunctions	RL1, RL3, RL5, RL10 RI5 W1, W1a, W1e, W5, W10 L3, L4, L4a, L4c, L5, L6		5 days		
Part 4 Anchor Text: from Morte d’Arthur, Sir Thomas Malory SWBAT:	Determine main idea, medieval romances & legends, letters and ballads Word root –droit Writing to sources: interior monologue, research: report on the manor in medieval	RL2 RI7 W3, W3d, W7, W8 L4a, L6		3 days		

	England					
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 2: Celebrating Humanity: The English Renaissance Period (1485-1625)						
Writing Workshop: Argumentation: Argumentative Essay						
Part 1 Anchor Text: from Spenser's Sonnets, Edmund Spenser & from Sidney's Sonnets, Sir Philip Sidney SWBAT:	determine main idea, analyze similar themes, analyze structure, sonnet, pastoral, Shakespearean sonnet and syntax context clues, word origins – gall, Greek root –chron- Writing to sources: manual for a sonnet, compare & contrast essay, analysis of a sonnet's imagery conventions ad style: subordinating conjunctions	RL2, RL5 W2, W2b-c,W4 L4a, L4b, L5		4 days		
Part 2 Anchor Text: “Speech Before Her Troops,” Queen Elizabeth I SWBAT:	summarizing, main idea, speech & eyewitness account, psalms, sermons, parables Latin root –stat- research: report on the defeat of the Spanish Armada, Writing to sources: parable	RL1, RL4 RI2 W3, W3d, W7, W8 L1a, L6		4 days		
Part 3 Anchor Text: The Tragedy of Macbeth, Act I, William Shakespeare SWBAT:	analyzing clarity of meaning, cause & effect relationships, relate work to major themes & issues of its period, compare tragedy past & present, Elizabethan drama, tragedy, soliloquy, blank verse, conflict, climax, dramatic irony, imagery, Shakespearean tragedy denotations & connotations, Latin word root –voc-, Latin prefix mal-, Latin root –cred-, -turb, words relating to tragedy Writing to sources: speaker introduction, argumentative essay, soliloquy, analysis of archetypal images, response to literature	RL3, RL5, RL10 W1, W1a,W2, W2b, W2f, W3, W3d, W5, W10 L1,L4a, L4c-d, L5		7 days		

	conventions & style: adjective & adverb clauses					
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 3: A Turbulent Time: The Seventeenth and Eighteenth Centuries (1625-1798)						
Writing Workshop: Informative Text: Reflective Essay						
Part 1 Anchor Text: Works of John Donne, John Donne SWBAT:	analyzing author's perspective, compare & contrast elements, analyze & evaluate similar themes, metaphysical poetry, conceit & paradox, lyric & epigram, Carpe Diem theme Latin prefix con-, analogies Writing to sources: plan for biographical narrative, argumentative text, public service announcement comparative & superlative adjectives & adverbs, participles, gerunds, and infinitives	RL2, RL4 W1, W3, W5 L1, L1b, L4, L5		4 days		
Part 2 Anchor Text: from the <i>Divine Comedy: Inferno</i>, Dante Alighieri SWBAT:	compare epics around the world, analyze text structure, major themes of a historical period, Italian sonnet & epic, allegory, tradition & reform, diary & policy statement Latin root -lum, Writing to sources: response to literature, casting memo, dramatic scene – research: report on the Great Fire of London misplaced & dangling modifiers	RL2, RL3, RL4, RL5 RI1, RI3 W2, W2b, W2f, W3, W3b, W10 L4c, L6		6 days		
Part 3 Anchor Text: from <i>Gulliver's Travels</i>, Jonathan Swift SWBAT:	first-person point of view, satire, author's purpose, parody & epic similes, dictionary & biography, pre-romantic poetry Latin prefix dis-, context clues, words from political science, Latin root -dict-, cognates	RL2, RL3, RL6, RL9 RI3, RI4, RI9 W2, W9b L4a, L4c		3 days		

	Writing to sources: reflective essay, plan for multimedia presentation, directions for reciting a poem					
Part 4 Anchor Text: <i>The Aims of The Spectator, Joseph Addison</i> SWBAT:	analyze author's implicit philosophical assumptions, essay & historical period Writing to sources: letter to the editor	RL1 W1a		2 days		
Classroom Mid-terms (if applicable) Benchmark – Galileo: (standards tested)					October 14-17	Feb. 23-26
Academy AIMS(10-12): Writing, Reading & Math					October 21-23	April 7 & 8 (math & science)
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 4: Rebels and Dreamers: The Romantic Period (1798-1832)						
Writing Workshop: Argumentation: Multimedia Presentation of an Argument						
Part 1 Anchor Text: Introduction to Frankenstein, Mary Wollstonecraft Shelley SWBAT:	Analyze information from text features, dialect, archetypes & social commentary, Gothic literature and the Romantic Movement Anglo-Saxon suffix –some, Latin root –spir, context clues Writing to sources: editorial speech on the use of dialect, explanatory essay, autobiography of a monster conventions & style: using introductory phrases & clauses, subject-verb agreement problems	RL2, RL4 RI3 W1b, W2a, W3, W3b L3a, L4a, L4d, L5b		5 days		
Part 2 Anchor Text: from Don Juan, George Gordon, Lord Byron SWBAT:	evaluating the influence of the historical period, Romanticism, lyric & diction, comparing & contrasting sound devices, comparing lyric poetry from around the world, narrative poetry & poetic sound devices, figurative language, imagery & romantic philosophy forms of <i>anatomize</i> , <i>Lagin root</i>	RL1, RL4, RL5 W1a, W1e, W2, W2b, W2d, W3c-d, W7, W8, W9a, W10 L4a-b, L4d, L5, L5a-b		7 days		

	<p><i>-journ-, -puls-, Latin suffix -ous</i></p> <p>writing to sources: assessing an analysis of Wordsworth, comparing poetic symbols, interior monologue of a modern Byronic hero, develop a research plan for a report</p> <p>pronoun-antecedent agreement problems</p>						
<p>Part 3 Anchor Text: "On Making an Agreeable Marriage," Jane Austen & from A Vindication of the Rights of Woman, Mary Wollstonecraft</p> <p>SWBAT:</p>	<p>analyzing rhetorical devices, author's purpose, debate & letter, social commentary & persuasive techniques</p> <p>Writing to sources: email on marriage – research: debate on the reform bill</p>	<p>RI6 W7, W9 L1a, L4a</p>		<p>3 days</p>			
<p>Unit</p> <p>Learning Objective</p>	<p>Topic</p>	<p>AZCCRS</p> <p>Alignment</p>	<p>Support Resources and Strategies</p>	<p>Sem. Pacing</p> <p>18 weeks</p>	<p>Dates:</p> <p>2014-2015</p>		
						<p>Sem1:</p>	<p>Sem2:</p>
<p>Unit 5: Progress and Decline: The Victorian Period (1833-1901)</p> <p>Writing Workshop: Research: Historical Investigation Report</p>							
<p>Part 1 Anchor Text: "Porphyria's Lover," Robert Browning & "Sonnet 43," Elizabeth Barrett Browning</p> <p>SWBAT:</p>	<p>analyzing author's philosophical assumptions & beliefs, contrast speakers in multiple poems, speaker, dramatic monologue</p> <p>literal and figurative meaning, analogies</p> <p>Writing to sources: biological essay, writing a detective's report on the Duke</p>	<p>RL1, RL3 W1, W1d, W2 L3, L4a</p>		<p>4 days</p>			
<p>Part 2 Anchor Text: from Jane Eyre, Charlotte Brontë</p> <p>SWBAT:</p>	<p>author's purpose, predict content & purpose, ethical & social influences, comparing social criticism in fiction, website home page & brochure</p> <p>Greek prefix mono-, cross-curricular vocab</p> <p>Writing to sources: historical investigation: annotated bibliography, school conduct report</p>	<p>RL1, RL3 W1, W2, W8 L4c-d</p>		<p>5 days</p>			

Part 3 Anchor Text: “The Widow at Windsor,” Rudyard Kipling SWBAT:	connecting poems to the historical period, analyze techniques of media messages, mood & theme, newspaper article & advertisement word-phrase relationships Writing to sources: essay about the Victorian age – research: presentation on the theme of progress	RL2 RI1, RI3 W1, W1a, W7, W8 L6		3 days			
Part 4 Anchor Text: “Spring and Fall: To a Young Child,” Gerard Manley Hopkins & “When I Was Oneand-Twenty,” A. E. Housman SWBAT:	Analyze the pattern of stanzas, author’s beliefs, stanzas, stanza structure & irony, rhythm & feet Latin root –terr(a), coined words, analogies Write to sources: comparative analysis, active/passive voice, letter of recommendation	RL5 W1, W1d, W2b, W5 L3, L5		3 days			
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015		
						Sem1:	Sem2:
Unit 6: A Time of Rapid Change: The Modern and Postmodern Periods (1901-Present)							
Writing Workshop: Narration: Short Story							
Part 1 Anchor Text: “Camouflaging the Chimera,” Yusef Komunyakaa SWBAT:	analyze Yeat’s philosophical assumptions, relate Eliot’s literary works to the historical period, compare & contrast elements, philosophical system & symbol, modernism, allegory & pastoral Greek root –archy, -top, Latin root –fract, analogies Writing to sources: response to literature, multi-genre response, poem about artwork sentence fragment & run-ons, transitional expressions	RL1, RL4 W1, W2, W4, W5 L3, L3a, L4d, L5		4 days			
Part 2 Anchor Text: “The Rocking-Horse Winner,” D. H. Lawrence	repair your comprehension by asking questions, cause & effect relationships, make predictions, point ov view & stream of consciousness, stream-of-consciousness narration, plot devices, theme	RL3, RL5 W1a, W5, W2, W3, W10 L4a, L4d, L5		5 days			

<p>SWBAT:</p>	<p>& symbol</p> <p>Latin root –trans, -vinc, precise words for movement, Anglo-Saxon prefix un-</p> <p>writing to sources: essay comparing narrative styles, compare & contrast essay, script for a scene</p> <p>parallel structure</p>					
<p>Part 3 Anchor Text: “The Train from Rhodesia,” Nadine Gordimer</p> <p>SWBAT:</p>	<p>infer the essential message, relate a literary work to a primary source document, evaluate similar themes, tone, speech & government memorandum, ghost story, flashback, and ambiguity, universal theme & irony, cultural conflict & irony, political critique & allusion, diction, style, and sestina</p> <p>Anglo-Saxon roots –ghast- & -ghost-, cognates, analogies, etymology of political science & history terms</p> <p>writing to the sources: response to criticism, sequel, memo, problem & solution essay, biographical sketch of a remarkable person, directions</p> <p>variety of sentence beginnings</p>	<p>RL3, RL4, RL6 RI3 W1, W2, W2d, W3, W3c-d, W7, W8 L4a-b, L5, L6</p>		<p>3 days</p>		
<p>Part 4 Anchor Text: “A Devoted Son,” Anita Desai</p> <p>SWBAT:</p>	<p>compare & contrast literary elements, Poet’s expression of themes, recite a poem aloud, identify causes of a character’s actions, expository critique, theater of the absurd, style, villanelle, and free verse, meter & free verse, forma and elegy, generational conflicts & characters, personal essay</p> <p>Latin root –fil-, analogies</p> <p>writing to sources: scene, parody, reflective essay, radio introduction, response to literature, magazine advertisement, explanatory notes</p>	<p>RL2, RL3, RL5 RI2, RI4, RI5 W1a-b, W2, W2a, W3, W3e, W4, W4d</p>		<p>3 days</p>		

End Semester: STAR Math & Reading	n/a	May 11-15
Galileo Post-test, classroom final (if applicable)	Dec. 15-19	May 18-22

By the end of the semester the students will be able to demonstrate understanding and application of:

***color change indicates vertical shifts/changes from grade levels 9-10 (there is no shift from grade 11to 12)**

AZCCRS Code	11 th & 12 th Grade Standard	Checklist
Literature: Key Ideas and Details 12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	SE/TE: Comprehending Complex Texts, lviii–lix; Comparing Literary Works, 1011; Performance Task: draw inferences, 936; Critical Reading: inferences, draw/support, 300, 305; Preparing to read complex texts: main idea, determine, 38, 42, 45, 48, 51, 52, 53, 58, 61, 65, 168, 196, 252, 254, 296, 305, paraphrasing, 42, 45, 48, 51, 52, 53, 58, 61, 65, 309, 668, 670, 880, 883, 887, 888, 893, questioning, 95, 588, clarity of meaning, analyze, 342, 343, 350, 353, 358, summarize, 168, 172, 176, 181, 183, 186, 189, 194, 196, 1366, 1370, 1376, cause-and-effect relationships, 360, 363, 365, 367, 370, 376, 1218, 1222, 1225, 1227, 1228, 1233, 1238, 1239, 1242, comparing and contrasting elements, 866, 1170, author's purpose, 1308, 1310, 1312, 1313, 1315, author's philosophical assumptions, analyze, 958, 974, 1138, 1141, 1148, author's beliefs, analyze, 958, 974, 1086, 1093, 1094, author's assumptions, analyze, 1028, 1030, 1035, 1149, relate literary work to historical period, 1154, 1340, infer, 1272, 1278
12.RL.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	SE/TE: Objective Summary, lvi–lvii; Preparing to read complex texts: determine the main idea, 168, 264, similar themes, analyze, 504, 508, 510, 513, 514, 1316, 1320, 1323, 1325, 1326, 1329, 1330, 1332, 1334, 1337, meaning, 552, determine essential meaning, 664, understand social commentary, 746, mood as a key to theme, 1040, 1043, 1047, 1049, 1050, theme and symbol, 1244, 1247, 1248, 1250, 1252, 1257, 1258, 1259, 1264, 1268, 1269, infer essential message, 1272, 1277, 1278, universal theme, 1308, 1310, 1312, 1313, 1315, style and theme, 1388, 1390, 1393, 1397; Close Reading Focus: theme, 1040; Performance Task: analyze the development of central ideas, 458, analyze development of theme, 937, Analyze Development of Themes, 1116, Analyze Themes in Literature, 1484; Literary Analysis: similar themes, 270; Analyze a Literary Work: theme, 702
12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	SE/TE: Epic Hero, 38, 46, 48, 60, 65; Elizabethan drama, 321, 325, 327, 328, 333, 334, 337, 340; Text Structures, 378, 381, 391, 392, 397; Comparing Epics Around the World, 541, 551; Point of view, 588, 591, 593, 596; Dramatic monologue, 976, 980, 987; Author's purpose, 997, 1002, 1006; Author's assumptions, 1028, 1035, 1038; Point of view, stream of consciousness, 1191, 1195, 1204, 1209, 1215; Theme, symbol, 1244, 1247, 1248, 1250, 1252, 1257, 1258, 1259, 1264, 1269; Ghost story, flashback, 1296, 1299, 1300, 1304, 1306; Critique, allusion, 1358, 1360, 1363, 1365; Theater of the absurd, 1378, 1380, 1381, 1382, 1385, 1386, 1387; Generational conflict, 1418, 1421, 1424, 1430; Characterization, theme, 1434, 1437, 1443; Performance Task:

		analyze character, 230, analyze the development of a drama, 458, analyze character development, 1116, analyze a narrative element, 1484
Literature: Craft and Structure 12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)	SE/TE: Building Academic Vocabulary: Critical Thinking Terms, liv–lv; Multiple-meaning words, 152, 502, 894; Figurative language, 296, 299, 774, 852, 855, 858, 864; Word choice, 480; Epigram, 494; Comparing Literary Works: value terms, 558; New vocabulary, relating to familiar words: Defining Lyric Poetry, 774–775; Comparing Literary Works: diction, 779; Performance Task: analyze word choice, 936; Symbol, 1138; Tone, 1272; Diction, 1366; Vocabulary Acquisition and Use, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 676, 704, 745, 754, 766, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431; Language Study, 224, 452, 704, 930, 1110, 1478
12.RL.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	SE/TE: Lyric Poetry, 18, 23; Allegories, Narrative Elements, 123, 127, 128, 130, 133, 135; Sonnet, 252, 261; Text structure, analyze, 272, 279, 378, 381, 391, 392, 397, 552, 557; Blank Verse, 342, 345, 349, 354, 354; Performance Task: analyze the development of a drama, 458, analyze text structure, 936, analyze a key narrative element, 1484; Italian sonnet, epic, 521, 523, 526, 527, 529, 530, 533, 536; Allegory, 552, 555, 557; Lyric poetry, 797, 800, 803, 808; Narrative poetry, poetic sound devices, 818; Ode, 880, 887, 889, 891, 892, 893; Defining the Novel, 990–991; Analyze patterns of organization, 1072, 1076, 1081, 1083; Rhythm, feet, 1086, 1090, 1094; Plot devices, 1218, 1224, 1226, 1228, 1230, 1238, 1242; Meter, free verse, 1400, 1404, 1405, 1409; Elegy, 1410, 1415
12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)	SE/TE: Irony, 360, 366, 376, 610, 614, 626, 1072, 1308, 1313, 1315, 1319, 1322, 1323, 1331, 1334, 1337; Satire, 604, 608, 610, 612, 614, 620, 622, 623, 624, 625, 1011; Sarcasm, 626; Parody, epic simile, 628, 634, 639, 642, 644
Literature: Integration of Knowledge and Ideas 12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist)	SE/TE: Shakespeare on Film, 312–313; Speaking and Listening: Oral Interpretation of Literary Work, 702–703; Poster of early production of Macbeth, 414; Contemporary Connection: The Curse of Frankenstein, 769–772; also, after students complete the play, have them view any two interpretations that you preview for suitability.
12.RL.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	SE/TE: In addition to the study of the texts included on the pages listed here, this book provides numerous opportunities for students to analyze foundational works of British literature across genres. For examples see: Writing to Sources: explanatory text, 645, essay, 663, 851, 1243
Literature: Range of Reading and Level of Text Complexity 12.RL.10	By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11/12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range	SE/TE: Comprehending Complex Texts, lviii–lxiii; Common Core: Independent Reading, 232, 460, 712, 938, 1118, 1486; Preparing to Read Complex Texts, 233, 461, 713, 939, 1119, 1487
Informational Text: Key Ideas and Details 12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	SE/TE: Comprehending Complex Texts: Close Read the Text (nonfiction), lx–lxi, lxii–lxiii; Preparing to Read Complex Texts (nonfiction): clarity of meaning, analyze, 82, 85, 86, 89, verify and clarify facts, 568, 569, 574, 575, analyze techniques of media messages, 1062, 1063, 1068, 1069 author's perspective, analyze, 436, 480, 484, 491, author's purpose, 628, 635, 638, 644, 646, 656, 662, 910, 913, 919, 997, 1002, 1006, author's philosophical assumptions, analyze, 680, 685; Assessment Workshop: reading test, 932–933; Reading for Information: evaluate validity and reliability of a research source, 70–75, evaluate author's purpose and perspective, 436–441, evaluate information

		from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, predict content and purpose, 1022–1027, analyze cause-and-effect relationships, 1454–1459; Common Core Research Project (comparing primary sources): text features, analyzing and evaluating, 198–212, summarizing, restating main ideas, 282–290, verify and clarify facts, summarize, draw conclusions, analyze, 568–580, rhetorical devices, analyze, 896–908, newspaper articles, advertisements, comparing, 1062–1069, determine essential message, analyze rhetorical devices, 1284–1294
12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis ; provide an objective summary of the text	SE/TE: Comprehending Complex Texts: key ideas and details, lx–lxi; Preparing to Read Complex Texts (nonfiction): summarize, 282, 283, 289, 291, author’s philosophical assumptions, 680, 685, expository critique, 1444, 1447, 1448, 1453; Common Core Assessment Workshop: analyze the development of central ideas, 458; Assessment: reading test, 932–933; Reading for Information: summarizing, restating main ideas, 282–291, determine essential message, analyze rhetorical devices, 1284–1295
12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text	SE/TE: Common Core Research Project (comparing primary sources): verify and clarify facts, 568–580, analyze media techniques, 1062–1069; Assessment: reading test, 932–933; Reading for Information: analyze cause-and-effect relationships, 1454–1459; Preparing to Read Complex Texts (nonfiction): analyzing author’s purpose, 646, 651, 656, 662, analyze and evaluate similar themes, 1316, 1320, 1323, 1325, 1326, 1330, 1331; Close Reading Focus: social commentary, 95, 107, 110, 120, 746, 749, 753, 910, 914, 919; Comparing Social Criticism, 1011, 1014, 1016, 1017, 1018, 1020, 1021
Informational Text: Craft and Structure 12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10)	SE/TE: Building Academic Vocabulary: Technical Domain-Specific Academic Vocabulary, lii–liii, Critical Thinking Terms, liv–lv; Language Study, 224, 452, 704, 930, 1110, 1478; Comparing Literary Works: diction, word choice, 646; Analyzing rhetorical devices, 896, 897, 900, 901, 902; Assessment: reading test, 932–933; Analogy, 1444, 1449, 1453; Vocabulary Acquisition and Use, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 704, 745, 754, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431
12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	SE/TE: Common Core Workshop: Analyzing Arguments, lxiv–lxv, The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxvi–lxvii, Analyzing Legal Meanings and Reasoning, lxviii–lxix; Preparing to Read Complex Texts (nonfiction): analyze clarity of meaning, 82, 85, 86, 89, outlining arguments and strategies, 1462, 1465, 1467; Reading for Information: evaluate information from text features, 598–603, analyze information from charts, graphs, and illustrations, 810–817, text features, 1022–1027, analyze cause and effect relationship, 1454–1459
12.RI.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	SE/TE: Common Core Workshop: Analyzing Arguments, lxiv–lxv, The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxvi–lxvii, Analyzing Legal Meanings and Reasoning, lxviii–lxix; Reading for Information: evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295; Persuasive techniques, identify / compare, 708, 919; Rhetorical devices, analyze, 896, 897, 909; Social commentary, 910, 914, 919; Assessment: reading test, 932–933; Modes of persuasion, recognize, 1062, 1063, 1065, 1068, 1070; Social criticism, compare, 1011, 1014, 1015, 1017, 1018, 1020, 1021; Author’s message, judge, 1394
Informational	Integrate and evaluate multiple sources of information presented in	SE/TE: Reading for Information, 70–75,

<p>Text: Integration of Knowledge and Ideas</p> <p>12.RI.7</p>	<p>different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p>	<p>198–213, 436–441; Writing Workshop: historical investigation, 1096–1107; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136</p>
<p>12.RI.8</p>	<p>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)</p>	<p>SE/TE: Analyzing Legal Meanings and Reasoning (Brown vs. Board of Education), lxviii–lxix; Research Task: The Reform Bill Debate, 909</p>
<p>12.RI.9</p>	<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>SE/TE: In addition to the study of the texts included on the pages listed here, this book provides numerous opportunities for students to analyze foundational documents of historical and literary significance. Please see: Ask Questions: <i>Bill of Rights</i>, lxii–lxiii; Writing to Sources, 645, 662</p>
<p>Informational Text: Range of Reading and Level of Text Complexity</p> <p>12.RI.10</p>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11/12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>SE/TE: Comprehending Complex Texts, lviii–lxiii; Common Core: Independent Reading, 232, 460, 712, 938, 1118, 1486; Preparing to Read Complex Texts, 233, 461, 713, 939, 1119, 1487</p>
<p>Writing: Text Types and Purposes</p> <p>12.W.1</p>	<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 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>e. Provide a concluding statement or section that follows from and supports the argument</p>	<p>SE/TE: Common Core Workshop: composing an argument, lxx–lxxi; Writing: editorial, 32, persuasive sermon, 136, public service announcement, 514; Writing to Sources, 66, 89, 359, 514, 663, 745, 988, 1051, 1095, 1150, 1279; Text Set Workshop: writing, 226a, 454a, 706a, 932a, 1112a, 1480a; Timed Writing, 166, 603, 1021; Writing Workshop: write a persuasive essay (argument), 442–449 create a multimedia presentation, 920–927</p>
<p>12.W.2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</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>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>SE/TE: Writing Workshop: write a reflective essay, 694–701, create a multimedia presentation, 920–927, historical investigation (write a report), 1096–1107; Writing (explanatory and informative texts), 75, 262, 435, 551, 676, 809, 975, 1027, 1038, 1168, 1215, 1315, 1338, 1365, 1376, 1453, 1459, 1467; Common Core Workshop: Writing an Objective Summary, lvi–lvii; Text Set Workshop: writing, 226a; Performance Tasks: writing essays, 230, 458, 710, 936, 1116, 1484; Research task: research report, 213, 291, 581, 1070</p>
<p>12.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event</p>	<p>SE/TE: Writing Workshop: autobiographical narrative, 214–221, short story, 1468–1475; Writing: interior monologue, 197,</p>

	<p>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, 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 form and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p>parable, 306, narrative speech, 341, soliloquy, 377, script for a scene, 1270, biographical sketch, 1357, scene from an absurd drama, 1387</p>
<p>Writing: Production and Distribution: 12.W.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Common Core Workshop: writing an objective summary, lvi–lvii, composing an argument, lxx–lxxi; Writing Workshop, 214–221, 442–449, 694–701, 920–927, 1096–1107, 1468–1475; Text Set Workshop: writing, 226a, 706a; Writing, 66, 121, 136, 153, 197, 262, 271, 280, 306, 341, 377, 398, 418, 492, 502, 538, 597, 627, 645, 663, 745, 754, 766, 794, 851, 865, 879, 894, 975, 988, 1008, 1051, 1084, 1095, 1168, 1186, 1206, 1243, 1270, 1307, 1399, 1431, 1443; Performance Tasks: Writing, 230, 458, 710, 936, 1116, 1484</p>
12.W.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</p>	<p>SE/TE: Writing Workshop: prewriting, 215, 443, 695, 921, 1097, 1469, drafting, 216, 444, 696, 922, 1098, 1470, revising, 218, 446, 698, 924, 1100, 1472, editing and proofreading, 221, 449, 701, 927, 1475, publishing and presenting, 221, 449, 701, 927, 1107, 1475; Writing (prewriting, drafting, revising), 66, 121, 136, 153, 197, 262, 271, 280, 306, 341, 377, 398, 418, 492, 502, 538, 597, 627, 645, 663, 745, 754, 766, 794, 851, 865, 879, 894, 975, 988, 1008, 1051, 1084, 1095, 1150, 1186, 1206, 1218, 1243, 1270, 1307, 1431</p>
12.W.6	<p>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</p>	<p>SE/TE: Writing Workshop: publishing and presenting, 221, 449, 701, 927, 1107, 1475; also see: Writing Workshop: Multimedia Presentation, 920–927; Writing Lesson: Multimedia Presentation Plan, 627, 1365, Internet Publication, 701</p>
<p>Writing: Research to Build and Present Knowledge: 12.W.7</p>	<p>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</p>	<p>SE/TE: Writing Workshop: multimedia presentation, 920–927, historical investigation, 1096–1107; Writing to Sources, 879, 1365; Text Set Workshop: research, 226b, 454b, 706a, 932b, 1112b, 1480b; Speaking and Listening: solve a research problem, 16, 250, 478, 730, 956, 1136; Research task, 213, 291, 581, 909, 1070, 1295</p>
12.W.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>	<p>SE/TE: Conducting Research, lxxvii; Writing Workshop: background information, review, 1095, gathering details, 1097, logical organization, plan, 1098, topic sentences, place effectively, 1100, deciding what to cite, 1102, avoiding plagiarism, 1103; Research task, 213, 291, 581, 909, 1070, 1295; Writing to Sources, 879; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136</p>
12.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., —Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics)</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and</p>	<p>SE/TE: Text Set Workshop: writing, 226a, 1112a; Writing to Sources (writing about literature), 153, 166, 280, 359, 435, 454, 538, 794, 809, 851, 894, 932, 1051, 1084, 1150, 1168, 1206, 1243, 1270, 1307; Research Task, 909; Performance Tasks: writing about literature and informational text, 230, 458, 710, 936, 1116, 1484</p>

	the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)	
Writing: Range of Writing: 12.W.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 discipline-specific tasks, purposes, and audiences.	SE/TE: Timed Writing, 166, 435, 551, 809, 1215; Common Core Workshop: writing an objective summary, lvi–lvii, composing an argument, lxx–lxxi; Writing Workshop, 214–221, 442–449, 694–701, 920–927, 1096–1107, 1468–1475; Text Set Workshop: writing, 226a, 706a; Writing, 66, 121, 136, 153, 197, 262, 271, 280, 306, 341, 377, 398, 418, 492, 502, 538, 597, 627, 645, 663, 745, 754, 766, 794, 851, 865, 879, 894, 975, 988, 1008, 1051, 1084, 1095, 1168, 1186, 1206, 1243, 1270, 1307, 1399, 1431, 1443; Performance Tasks: Writing, 230, 458, 710, 936, 1116, 1484
Speaking and Listening: Comprehension and Collaboration 12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Common Core Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 1112b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56
12.SL.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TE: Debate, 478; Discussion, 1162; Panel Discussion, 1433; Performance Tasks: Speaking and Listening, 937; Tips for Discussing Literature, R55SE/TE: Writing Workshop: Create a Multimedia Presentation, 920–927; Speaking and Listening: Analyze a Non-Print Political Advertisement, 928–929; Analyze and Evaluate Entertainment Media, 1108–1109; Compare Media Coverage of Same Event, 1476–1477; Speaking and Listening (Solve a Research Problem), 250, 478
12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TE: Speaking and Listening: Evaluate a Persuasive Speech, 222–223; Deliver a Persuasive Speech, 450–451; Analyze a Non-Print Political Advertisement, 928–929; Analyze and Evaluate Entertainment Media, 1108–1109; Compare Media Coverage of Same Event, 1476–1477; Text Set Workshop, 454b, 706b, 932b, 1480b
Speaking and Listening: Presentation of Knowledge and Ideas 12.SL.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia "Welcome Talk," 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
12.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: Writing Workshop: Create a Multimedia Presentation, 920–927; Speaking and Listening: Multimedia "Welcome Talk," 250; Multimedia Presentation, 956; Writing Lesson: Multimedia Presentation Plan, 627, 1365; Performance Tasks: Speaking and Listening, 1485
12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral

	command of formal English when indicated or appropriate.	Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Multimedia Presentation, 956; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: Conventions and Style, 67, 154, 263, 419, 493, 503, 539, 755, 767, 795, 1009, 1085, 1151, 1169, 1207, 1339; Assessment Workshop, 934; Editing/proofreading, 221, 449, 701, 927, 1107, 1475; Conventions and Style Handbook, R58–R65
12.L.1	<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., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	
12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..	SE/TE: Editing/Proofreading, 221, 449, 701, 927, 1107, 1475; Use Punctuation in Dialogue, 1473; Conventions and Style: Punctuation Tip, 67, 154, 263, 419, 755, 1151, 1169; Grammar, Usage, and Mechanics Handbook, R63–R64
	<p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	
Language: Knowledge of Language	.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.	SE/TE: Vocabulary Acquisition and Use, 152, 1095, 1186; Language Study: Words from Mythology, 452; Etymology: Political Science/History Terms, 704; Etymology of Scientific, Medical, and Mathematical Terms, 930; Idioms, 1110; Cognates and Borrowed Words, 1478; Speaking and Listening: Analyze a Non-Political Advertisement, 928–929; Assessment Workshop, 932–933, 1478–1479
12.L.3	<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
Language: Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	SE/TE: Multiple-Meaning Words, 152, 502, 894; Language Study: Words from Mythology, 452; Etymology: Political Science/History Terms, 704; Etymology of Scientific, Medical, and Mathematical Terms, 930; Vocabulary Acquisition and Use (word analysis), 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 704, 745, 754, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431
12.L.4	<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., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</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>	
12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: Figurative Language, 223, 451, 774, 775, 852, 855, 858, 864; Literary Analysis, 32, 893; Vocabulary Acquisition and Use, 66, 89, 280, 341, 492, 627, 879, 1084, 1168, 1279; Language Study: Words from Mythology, 452; Idioms, 1110
	<p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	
12.L.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	SE/TE: Building Academic Vocabulary, xviii–lv; Vocabulary Acquisition and Use, 66, 121, 136, 197, 212, 280, 290, 306, 359, 377, 398, 417, 492, 537, 580, 597, 627, 663, 704, 745, 754, 793, 851, 865,

	important to comprehension or expression.	879, 908, 930, 988, 1007, 1069, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1294, 1357, 1431; Gather Vocabulary Knowledge, 156, 421, 541, 797, 1011, 1209; Language Study: Dictionaries and Other Resources, 224; Words from Mythology, 452; Etymology: Political Science/History Terms, 704; Etymology of Science, Medical, Mathematical Terms, 930; Idioms, 1110; Cognates and Borrowed Words, 1478; Performance Tasks, 936
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*color change indicates vertical shifts/changes from grade levels 9-10 (there is no shift from grade 11to 12)

TELESIS PREPARATORY ACADEMY
 ELA CORE OVERVIEW
 ACADEMY – TRADITIONAL 11TH – 12TH

READ – LIT	READ – INF	WRITING	S&L	LANGUAGE
11-12.RL.1	11-12.RI.1	11-12.W.1	11-12.SL.1	11-12.L.1
11-12.RL.2	11-12.RI.2	11-12.W.1a	11-12.SL.1a	11-12.L.1a
11-12.RL.3	11-12.RI.3	11-12.W.1b	11-12.SL.1b	11-12.L.1b
11-12.RL.4	11-12.RI.4	11-12.W.1c	11-12.SL.1c	11-12.L.2
11-12.RL.5	11-12.RI.5	11-12.W.1d	11-12.SL.1d	11-12.L.2a
11-12.RL.6	11-12.RI.6	11-12.W.1e	11-12.SL.2	11-12.L.2b
11-12.RL.7	11-12.RI.7	11-12.W.2	11-12.SL.3	11-12.L.3
11-12.RL.9	11-12.RI.8	11-12.W.2a	11-12.SL.4	11-12.L.3a
11-12.RL.10	11-12.RI.9	11-12.W.2b	11-12.SL.5	11-12.L.4
	11.RI.10	11-12.W.2c	11-12.SL.6	11-12.L.4a
	11.RI.10a AZ	11-12.W.2d		11-12.L.4b
	12.RI.10	11-12.W.2e		11-12.L.4c
	11-12.RI.10a AZ	11-12.W.2f		11-12.L.4d
		11-12.W.3		11-12.L.5
		11-12.W.3a		11-12.L.5a
		11-12.W.3b		11-12.L.5b
		11-12.W.3c		11-12.L.6
		11-12.W.3d		
		11-12.W.3e		
		11-12.W.4		
		11-12.W.4a AZ		
		11-12.W.5		
		11-12.W.6		
		11-12.W.7		
		11-12.W.8		
		11-12.W.9		
		11-12.W.9a		
		11-12.W.9b		
		11-12.W.10		

