

# 12<sup>th</sup> Grade English Language Arts BLUEPRINT IF2

**Anchor Standards**= one set of broad standards applied K-12

**Explicit Standards**= explicitly addressed skills *assessed* for mastery during this specific instructional focus

**Implicit Standards**= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”  
(*Common Core Strategies Flip Chart*, 2010).

**\*\* The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 2 (E12IF2)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
8 weeks	Students will critically read and analyze a masterpiece Shakespearean drama such as <i>Hamlet</i> or <i>Macbeth</i> . Due to Shakespeare’s elevated status in the literary world and his significant contributions to literature and the English language, students will focus study on at least one of his seminal masterpieces in order to build fluency, literacy, and critical thinking skills such as inferring, arguing, comparing, contrasting, evaluating, and interpreting. Students will build literacy and fluency by reading aloud, performing scenes from the play, viewing video performances of the play, and listening to the play. They will process what they read by responding to questions, discussing key elements and themes, writing, and analyzing the text through a variety of teacher selected tasks and learning opportunities.	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RL.11-12.1</a> 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.</p> <p><a href="#">RL.11-12.2</a> 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><a href="#">RL.11-12.4</a> 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</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> 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.</p> <p><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details</p>	<p><b>myOER:</b></p> <p><a href="#">Shakespeare's Othello and the Power of Language</a></p> <p><a href="#">Analyzing Character in Hamlet through Epitaphs</a></p> <p>Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus,</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p><b>Possible Focus Title: <i>Shakespearean Drama</i></b></p>	<p>multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><a href="#">RL.11-12.6</a> 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).</p> <p><a href="#">RL.11-12.7</a> 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.)</p> <p><b><a href="#">RL.11-12.10</a> 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.</b></p> <p><a href="#">W.11-12.4</a> 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.)</p> <p><a href="#">W.11-12.5</a> 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><a href="#">W.11-12.10</a> 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</p>	<p>and ideas.</p> <p><b><u>Craft and Structure</u></b></p> <p><b>R.CCR.4</b> 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.</p> <p><b>R.CCR.6</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>R.CCR.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>R.CCR.10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p>	<p>please use the <b>Advanced Search</b> and type the keyword – E12IF2.</p> <p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>audiences.</p> <p><b><u>SL.11-12.1</u></b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, 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 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><b><u>L.11-12.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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</p>	<p><b><u>Production and Distribution of Writing</u></b></p> <p><b><u>W.CCR.4</u></b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>W.CCR.5</u></b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b><u>Range of Writing</u></b></p> <p><b><u>W.CCR.10</u></b> 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><b><u>Speaking and Listening</u></b></p> <p><b><u>Comprehension and Collaboration</u></b></p> <p><b><u>SL.CCR.1</u></b> 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.</p>	
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		<p>Usage) as needed.</p> <p><u>L.11-12.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p><u>L.11-12.4</u> 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.</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., 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> <p><u>L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <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> <p><u>L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the</p>	<p><b><u>Language</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b><u>Knowledge of Language</u></b></p> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b><u>L.CCR.4</u></b> 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.</p> <p><b><u>L.CCR.5</u></b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b><u>L.CCR.6</u></b> Acquire and use</p>	
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		<p>college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>IMPLICIT STANDARDS</b></p>	<p>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>	
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