

12th Grade English Language Arts BLUEPRINT IF3

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 3 (E12IF3)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	<p>In this IF, students will read persuasive texts, determine multiple ideas, and analyze their development and interaction in order to move from providing objective summaries to crafting more complex analyses.</p> <p>After analyzing persuasive texts, students will write at least one persuasive argument to support a claim using multiple sources of information in diverse media. Students will identify and analyze structures within persuasive texts, evaluate the credibility and accuracy of sources, and analyze what sources say explicitly and implicitly as they cite textual evidence to support their claims. Whether students write short argumentative essays or a long persuasive essay, they should orally present their argument in a formal presentation, (e.g. Chautauqua’s, debates, or other formal presentations).</p> <p>Possible Focus Title: <i>Effective Argumentation</i></p>	<p>EXPLICIT STANDARDS</p> <p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.10 By the end of grade 11,</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.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.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details</p>	<p>myOER:</p> <p>And Then There Were None: Casting the Characters</p> <p>Split Character Studies in Crime and Punishment</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, please use the</p>



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



		<p>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><u>RI.11-12.1</u> 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><u>RI.11-12.2</u> 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.</p> <p><u>RI.11-12.4</u> 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)</p> <p><u>RI.11-12.5</u> 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.</p> <p><u>RI.11-12.6</u> 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.</p> <p><u>RI.11-12.10</u> 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><u>W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or</p>	<p>and ideas.</p> <p><u>R.CCR.3</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure</u></p> <p><u>R.CCR.4</u> 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><u>R.CCR.5</u> 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.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and</p>	<p>Advanced Search and type the keyword – E12IF3.</p> <p><u>Teacher Ideas/Links:</u></p>
--	--	--	---	---

		<p>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 presented.</p> <p><u>W.11-12.4</u> 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><u>W.11-12.5</u> 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</p>	<p>proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>W.CCR.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.7</u> Conduct short as well as more sustained</p>	
--	--	--	--	--

		<p>Language standards 1-3 up to and including grades 11-12 on page 54.)</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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 <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,</p>	<p>research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>Range of Writing</u></p> <p><u>W.CCR.10</u> 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><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>SL.CCR.3</u> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL.CCR.4</u> Present information, findings, and</p>	
--	--	--	---	--

		<p>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>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>SL.11-12.6 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 on page 54 for specific expectations.</p> <p>L.11-12.1 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 Usage) as needed.</p> <p>L.11-12.2 Demonstrate command of the</p>	<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p><u>Conventions of Standard English</u></p> <p>L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p>	
--	--	---	---	--

		<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions. b. Spell correctly.</p> <p>L.11-12.5 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. b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>IMPLICIT STANDARDS</p>	<p><u>L.CCR.3</u> 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><u>Vocabulary Acquisition and Use</u></p> <p><u>L.CCR.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><u>L.CCR.6</u> 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>	
--	--	---	--	--