12th Grade English Language Arts BLUEPRINT IF6

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 6 (E12IF6)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	This IF looks like an extension or a natural progression of the Persuasive Reading and Writing IF since it involves students creating informal and formal presentations. The students can create presentations, portfolios, capstones, senior projects. The writing is narrative. Students might incorporate pieces of literature and/or pieces of informational texts into their presentations, to help answer a questions or solve a problem (see W.11-12.7) and the SL standards. **Possible Focus Title: *Informal and Formal Presentations***	**EXPLICIT STANDARDS** W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build	**Writing** **Text Types and Purposes** **W.CCR.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Production and**	**myOER:** Canterbury Tales Re-Mix Propaganda Fun I Am What I Learn – Video Scholarship Essay Contest 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

		toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 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. W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the	**Distribution of Writing** **W.CCR.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.CCR.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.CCR.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build and Present Knowledge** **W.CCR.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **W.CCR.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy	instructional focus, please use the **Advanced Search** and type the keyword – **E12IF6**. **Teacher Ideas/Links:**

task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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 or formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

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.)

L.11-12.1 Demonstrate command of the

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of each source, and integrate the information while avoiding plagiarism.

Range of Writing

W.CCR.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.

Speaking and Listening

Comprehension and Collaboration

SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.CCR.4 Present information, findings, and

| | | conventions of standard English grammar and usage when writing or speaking.
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Observe hyphenation conventions.
b. Spell correctly.
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.

IMPLICIT STANDARDS | supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling | |

			when writing. **L.CCR.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.	