

Madison County School District

1st Nine Weeks ELA Pacing Guide

English III

11.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.

- I can make references to a piece of writing to prove my point.
- I can make ideas about writing even when the author leaves the point unclear.

11.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; provided an objective summary of the text.

- I can determine main ideas, or themes, in a piece of writing.
- I can determine how the different themes interact with each other.
- I can summarize a piece of writing.

11.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).

- I can comprehend how different parts of a piece of writing (plot, setting, etc.) make the writing more interesting.

11.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.)

- I can analyze individual words and phrases and determine why the author used them in the writing.
- I can analyze the impact of the words and phrases on the tone of the writing.

11.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.

- I can look at the structure (sentence length, paragraph organization) and determine why the author chose this method.
- I can determine how the structure of a piece of writing makes it enjoyable to the reader.

11.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).

- I can analyze a narrator’s words and determine literal meaning.
- I can analyze a narrator’s words and determine if his/her words are not meant to be taken literally.

11.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.)

- I can listen to a recording of a novel, drama, or poem/ view a live performance of a novel, drama, or poem and determine how each version interprets the text.

11.RL.8 (Not applicable to literature)

11.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.

- I can read texts from 18th, 19th, 20th, and 21st century American literature and determine how similar topics are handled differently.

11.RL.10 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- I can read texts of increasing difficulty and understand the content.

11.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.

- I can make references to the text to support my analysis of the text.
- I can analyze and infer what the author means when the author leaves matters unclear.

11.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.

- I can determine two or more main ideas of a text.
- I can analyze an idea as it develops throughout the text.
- I can analyze two or more main ideas and how they build on one another within a text.
- I can provide an objective summary of a text.

11.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.

- I can analyze a set of ideas or a sequence of events and explain how they develop over the course of a text.

11.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 *faction* in *Federalist No. 10*).

- I can determine the meaning of words and phrases in a text.
- I can understand figurative language, connotative meanings, and technical meanings of words and phrases in a text.
- I can analyze how the author uses different meanings of a key term or terms over the course of a text.

11.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.

- I can analyze the effectiveness of the structure an author uses in his/her exposition or argument in a text.

- I can evaluate the effectiveness of the structure an author uses in his/her exposition or argument in a text.
- I can evaluate whether a text's structure is clear, convincing, and engaging.

11.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.

- I can determine an author's point of view in a highly effective text.
- I can determine author's purpose in a text in which rhetoric is highly effective.
- I can analyze how the style and content of a text add to its overall power, persuasiveness, and beauty.

11.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- I can use words, pictures, and sounds to communicate a certain point.
- I can combine multiple types of information to effectively address a question or solve a problem.

11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

- I can interpret important historical documents (U. S. Constitution, the Declaration of Independence, etc.) and determine the purposes for the arguments presented in each document.
- I can determine the basis for arguments presented in important U. S. historical texts.

11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- I can analyze the themes, purposes, and rhetorical features of 17th, 18th, and 19th century foundational U. S. documents of historical and literary significance.

11.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can read and comprehend literary nonfiction of increasing text complexity on an independent and proficient level.

11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

- I can present a claim and acknowledge and distinguish opposing claims.

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.

- I can develop claims supplying the most relevant evidence.

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.

- I can utilize words, phrases, and clauses to create cohesion and clarity in my writing.

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.

- I can maintain formal style in my writing.
- I can maintain an objective tone in my writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

- I can compose a conclusion that supports the argument presented.

11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

- I can organize complex ideas, concepts, and information into a unified whole.
- I can incorporate formatting, graphics, and multimedia to aid in comprehension.

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.

- I can develop the topic with relevant facts, extended definitions, concrete details, quotations, and other appropriate information based on the audience's knowledge of the topic.

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.

- I can construct appropriate and varied transitions and syntax to create cohesion and clarify relationships in my writing.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- I can utilize precise language and domain-specific vocabulary in my writing.

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.

- I can make a point using writing that's non-biased and specific.

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).

- I can compose a concluding statement or section that articulates the significance of the topic.

11.W.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.

- I can engage and orient readers by establishing one or more multiple points of view.
- I can introduce a narrator and/or characters.
- I can create a smooth progression of events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- I can construct narrative techniques to develop experiences in my writing.
- I can construct narrative techniques to develop events in my writing.
- I can construct narrative techniques to develop characters in my writing.

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).

- I can use a variety of techniques to create a coherent whole.
- I can use a variety of techniques to build toward a particular tone.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- I can use precise words and phrases to convey a vivid picture.
- I can use sensory language to convey experiences and events.
- I can use descriptive details to convey experiences and details.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- I can formulate a conclusion that reflects on the narrated experiences or events.

11.W.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.)

- I can produce clear and coherent writing that is appropriate to task, purpose, and audience.

11.W.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.)

- I can demonstrate strength in the writing process focusing on addressing the specific purpose and audience.

11.W.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.

- I can use technology to produce, publish, and update individual or shared writing projects.

11.W.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.

- I can utilize several sources to conduct short research projects to demonstrate understanding of the subject under investigation.

11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- I can compile relevant information from multiple print and digital sources.
- I can assess the strengths and limitations of each source.
- I can integrate information into the text while avoiding plagiarism.
- I can cite sources following standard format for citations.

11.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.

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”).

- I can demonstrate knowledge of the 18th, 19th, and 20th –century and compare two or more texts from the same period.

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 the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses”).

- I can apply 11th grade reading standards to nonfiction writing (e.g., seminal U.S. texts, etc.).

11.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 tasks, purposes, and audiences.

- I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

11.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.

- I can talk about texts and ideas with students, groups, and teachers.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

- I can come to discussions prepared, having read and thought about what I'll say.

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.

- I can listen to my peer and teachers.

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.

- I can contribute to conversations in a mature manner, even when I disagree.

11.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.

- I can find information from various sources (newspapers, pictures, etc), determine the relevance of the information, and use the information to prove my point.

11.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.

- I can listen to a speaker, think about his/ her point of view, reasoning, tone, and word choice to determine his or her meaning.

11.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.

- I can get a point across by speaking to a group or individual.
- I can organize my thoughts so they're easy to follow.
- I can speak to different audiences and still be able to communicate my ideas.

11.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.

- I can use digital media (such as PowerPoint) to make verbal presentations better.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- I can verbally use formal English when it's appropriate to do so.

11.L.1 Demonstrate command of the 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.

- I can use standard English grammar when speaking and writing.
- I can understand that language changes over time.

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.

- I can use sources (dictionaries, etc) to determine standard usage.

11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

- I can punctuate correctly when writing.

b. Spell correctly.

- I can capitalize, punctuate, and spell correctly when writing.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

- I can understand that language works differently for different audiences.
- I can vary sentence structure within my own writing to avoid sounding repetitive

11.L.4 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.

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.

- I can use context clues to figure out the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

- I can correctly identify parts of speech

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.

- I can use print and digital reference materials (dictionaries, etc) to find pronunciations and to figure out parts of speech.

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).

- I can predict a word’s meaning, then look it up in the dictionary to see if I was right.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- I can identify figures of speech in a piece of writing.
- I can figure out what some figures of speech mean based on how they’re used.

b. Analyze nuances in the meaning of words with similar denotations.

- I can find differences between words of similar meanings.

11.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 important to comprehension or expression.

- I can learn and use college-appropriate language that can be applied to general studies (“research,” “evaluate,” etc) and subject-specific (terms that are used for certain subject areas, like math or history).

Madison County School District

2nd Nine Weeks ELA Pacing Guide

English III

11.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.

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- I can make ideas about writing even when the author leaves the point unclear.

11.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; provided an objective summary of the text.

- I can determine main ideas, or themes, in a piece of writing.
- I can determine how the different themes interact with each other.
- I can summarize a piece of writing.

11.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).

- I can comprehend how different parts of a piece of writing (plot, setting, etc.) make the writing more interesting.

11.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.)

- I can analyze individual words and phrases and determine why the author used them in the writing.
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11.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.

- I can look at the structure (sentence length, paragraph organization) and determine why the author chose this method.
- I can determine how the structure of a piece of writing makes it enjoyable to the reader.

11.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).

- I can analyze a narrator’s words and determine literal meaning.
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11.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.)

- I can listen to a recording of a novel, drama, or poem/ view a live performance of a novel, drama, or poem and determine how each version interprets the text.

11.RL.8 (Not applicable to literature)

11.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.

- I can read texts from 18th, 19th, 20th, and 21st century American literature and determine how similar topics are handled differently.

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- I can interpret important historical documents (U. S. Constitution, the Declaration of Independence, etc.) and determine the purposes for the arguments presented in each document.
- I can determine the basis for arguments presented in important U. S. historical texts.

11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- I can analyze the themes, purposes, and rhetorical features of 17th, 18th, and 19th century foundational U. S. documents of historical and literary significance.

11.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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- I can present a claim and acknowledge and distinguish opposing claims.

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.

- I can develop claims supplying the most relevant evidence.

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.

- I can utilize words, phrases, and clauses to create cohesion and clarity in my writing.

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.

- I can maintain formal style in my writing.
- I can maintain an objective tone in my writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

- I can compose a conclusion that supports the argument presented.

11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- I can incorporate formatting, graphics, and multimedia to aid in comprehension.

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.

- I can develop the topic with relevant facts, extended definitions, concrete details, quotations, and other appropriate information based on the audience's knowledge of the topic.

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.

- I can construct appropriate and varied transitions and syntax to create cohesion and clarify relationships in my writing.

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- I can engage and orient readers by establishing one or more multiple points of view.
- I can introduce a narrator and/or characters.
- I can create a smooth progression of events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- I can construct narrative techniques to develop experiences in my writing.
- I can construct narrative techniques to develop events in my writing.
- I can construct narrative techniques to develop characters in my writing.

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).

- I can use a variety of techniques to create a coherent whole.
- I can use a variety of techniques to build toward a particular tone.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- I can use precise words and phrases to convey a vivid picture.
- I can use sensory language to convey experiences and events.
- I can use descriptive details to convey experiences and details.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- I can formulate a conclusion that reflects on the narrated experiences or events.

11.W.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.)

- I can produce clear and coherent writing that is appropriate to task, purpose, and audience.

11.W.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.)

- I can demonstrate strength in the writing process focusing on addressing the specific purpose and audience.

11.W.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.

- I can use technology to produce, publish, and update individual or shared writing projects.

11.W.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.

- I can utilize several sources to conduct short research projects to demonstrate understanding of the subject under investigation.

11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- I can compile relevant information from multiple print and digital sources.
- I can assess the strengths and limitations of each source.
- I can integrate information into the text while avoiding plagiarism.
- I can cite sources following standard format for citations.

11.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.

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”).

- I can demonstrate knowledge of the 18th, 19th, and 20th –century and compare two or more texts from the same period.

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 the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).

- I can apply 11th grade reading standards to nonfiction writing (e.g., seminal U.S. texts, etc.).

11.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 tasks, purposes, and audiences.

- I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

11.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.

- I can talk about texts and ideas with students, groups, and teachers.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

- I can come to discussions prepared, having read and thought about what I'll say.

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.

- I can listen to my peer and teachers.

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.

- I can contribute to conversations in a mature manner, even when I disagree.

11.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.

- I can find information from various sources (newspapers, pictures, etc), determine the relevance of the information, and use the information to prove my point.

11.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.

- I can listen to a speaker, think about his/ her point of view, reasoning, tone, and word choice to determine his or her meaning.

11.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.

- I can get a point across by speaking to a group or individual.
- I can organize my thoughts so they're easy to follow.
- I can speak to different audiences and still be able to communicate my ideas.

11.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.

- I can use digital media (such as PowerPoint) to make verbal presentations better.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- I can verbally use formal English when it's appropriate to do so.

11.L.1 Demonstrate command of the 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.

- I can use standard English grammar when speaking and writing.
- I can understand that language changes over time.

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.

- I can use sources (dictionaries, etc) to determine standard usage.

11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

- I can punctuate correctly when writing.

b. Spell correctly.

- I can capitalize, punctuate, and spell correctly when writing.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

- I can understand that language works differently for different audiences.
- I can vary sentence structure within my own writing to avoid sounding repetitive

11.L.4 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.

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.

- I can use context clues to figure out the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

- I can correctly identify parts of speech

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.

- I can use print and digital reference materials (dictionaries, etc) to find pronunciations and to figure out parts of speech.

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).

- I can predict a word’s meaning, then look it up in the dictionary to see if I was right.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- I can identify figures of speech in a piece of writing.
- I can figure out what some figures of speech mean based on how they’re used.

b. Analyze nuances in the meaning of words with similar denotations.

- I can find differences between words of similar meanings.

11.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 important to comprehension or expression.

- I can learn and use college-appropriate language that can be applied to general studies (“research,” “evaluate,” etc) and subject-specific (terms that are used for certain subject areas, like math or history).

Madison County School District

3rd Nine Weeks ELA Pacing Guide

English III

11.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.

- I can make references to a piece of writing to prove my point.
- I can make ideas about writing even when the author leaves the point unclear.

11.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; provided an objective summary of the text.

- I can determine main ideas, or themes, in a piece of writing.
- I can determine how the different themes interact with each other.
- I can summarize a piece of writing.

11.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).

- I can comprehend how different parts of a piece of writing (plot, setting, etc.) make the writing more interesting.

11.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.)

- I can analyze individual words and phrases and determine why the author used them in the writing.
- I can analyze the impact of the words and phrases on the tone of the writing.

11.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.

- I can look at the structure (sentence length, paragraph organization) and determine why the author chose this method.
- I can determine how the structure of a piece of writing makes it enjoyable to the reader.

11.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).

- I can analyze a narrator’s words and determine literal meaning.
- I can analyze a narrator’s words and determine if his/her words are not meant to be taken literally.

11.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.)

- I can listen to a recording of a novel, drama, or poem/ view a live performance of a novel, drama, or poem and determine how each version interprets the text.

11.RL.8 (Not applicable to literature)

11.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.

- I can read texts from 18th, 19th, 20th, and 21st century American literature and determine how similar topics are handled differently.

11.RL.10 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- I can read texts of increasing difficulty and understand the content.

11.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.

- I can make references to the text to support my analysis of the text.
- I can analyze and infer what the author means when the author leaves matters unclear.

11.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.

- I can determine two or more main ideas of a text.
- I can analyze an idea as it develops throughout the text.
- I can analyze two or more main ideas and how they build on one another within a text.
- I can provide an objective summary of a text.

11.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.

- I can analyze a set of ideas or a sequence of events and explain how they develop over the course of a text.

11.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 *faction* in *Federalist No. 10*).

- I can determine the meaning of words and phrases in a text.
- I can understand figurative language, connotative meanings, and technical meanings of words and phrases in a text.
- I can analyze how the author uses different meanings of a key term or terms over the course of a text.

11.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.

- I can analyze the effectiveness of the structure an author uses in his/her exposition or argument in a text.

- I can evaluate the effectiveness of the structure an author uses in his/her exposition or argument in a text.
- I can evaluate whether a text's structure is clear, convincing, and engaging.

11.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.

- I can determine an author's point of view in a highly effective text.
- I can determine author's purpose in a text in which rhetoric is highly effective.
- I can analyze how the style and content of a text add to its overall power, persuasiveness, and beauty.

11.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- I can use words, pictures, and sounds to communicate a certain point.
- I can combine multiple types of information to effectively address a question or solve a problem.

11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

- I can interpret important historical documents (U. S. Constitution, the Declaration of Independence, etc.) and determine the purposes for the arguments presented in each document.
- I can determine the basis for arguments presented in important U. S. historical texts.

11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- I can analyze the themes, purposes, and rhetorical features of 17th, 18th, and 19th century foundational U. S. documents of historical and literary significance.

11.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can read and comprehend literary nonfiction of increasing text complexity on an independent and proficient level.

11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

- I can present a claim and acknowledge and distinguish opposing claims.

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.

- I can develop claims supplying the most relevant evidence.

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.

- I can utilize words, phrases, and clauses to create cohesion and clarity in my writing.

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.

- I can maintain formal style in my writing.
- I can maintain an objective tone in my writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

- I can compose a conclusion that supports the argument presented.

11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

- I can organize complex ideas, concepts, and information into a unified whole.
- I can incorporate formatting, graphics, and multimedia to aid in comprehension.

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.

- I can develop the topic with relevant facts, extended definitions, concrete details, quotations, and other appropriate information based on the audience's knowledge of the topic.

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.

- I can construct appropriate and varied transitions and syntax to create cohesion and clarify relationships in my writing.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- I can utilize precise language and domain-specific vocabulary in my writing.

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.

- I can make a point using writing that's non-biased and specific.

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).

- I can compose a concluding statement or section that articulates the significance of the topic.

11.W.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.

- I can engage and orient readers by establishing one or more multiple points of view.
- I can introduce a narrator and/or characters.
- I can create a smooth progression of events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- I can construct narrative techniques to develop experiences in my writing.
- I can construct narrative techniques to develop events in my writing.
- I can construct narrative techniques to develop characters in my writing.

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).

- I can use a variety of techniques to create a coherent whole.
- I can use a variety of techniques to build toward a particular tone.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- I can use precise words and phrases to convey a vivid picture.
- I can use sensory language to convey experiences and events.
- I can use descriptive details to convey experiences and details.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- I can formulate a conclusion that reflects on the narrated experiences or events.

11.W.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.)

- I can produce clear and coherent writing that is appropriate to task, purpose, and audience.

11.W.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.)

- I can demonstrate strength in the writing process focusing on addressing the specific purpose and audience.

11.W.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.

- I can use technology to produce, publish, and update individual or shared writing projects.

11.W.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.

- I can utilize several sources to conduct short research projects to demonstrate understanding of the subject under investigation.

11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- I can compile relevant information from multiple print and digital sources.
- I can assess the strengths and limitations of each source.
- I can integrate information into the text while avoiding plagiarism.
- I can cite sources following standard format for citations.

11.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.

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”).

- I can demonstrate knowledge of the 18th, 19th, and 20th –century and compare two or more texts from the same period.

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 the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses”).

- I can apply 11th grade reading standards to nonfiction writing (e.g., seminal U.S. texts, etc.).

11.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 tasks, purposes, and audiences.

- I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

11.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.

- I can talk about texts and ideas with students, groups, and teachers.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

- I can come to discussions prepared, having read and thought about what I'll say.

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.

- I can listen to my peer and teachers.

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.

- I can contribute to conversations in a mature manner, even when I disagree.

11.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.

- I can find information from various sources (newspapers, pictures, etc), determine the relevance of the information, and use the information to prove my point.

11.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.

- I can listen to a speaker, think about his/ her point of view, reasoning, tone, and word choice to determine his or her meaning.

11.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.

- I can get a point across by speaking to a group or individual.
- I can organize my thoughts so they're easy to follow.
- I can speak to different audiences and still be able to communicate my ideas.

11.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.

- I can use digital media (such as PowerPoint) to make verbal presentations better.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- I can verbally use formal English when it's appropriate to do so.

11.L.1 Demonstrate command of the 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.

- I can use standard English grammar when speaking and writing.
- I can understand that language changes over time.

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.

- I can use sources (dictionaries, etc) to determine standard usage.

11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

- I can punctuate correctly when writing.

b. Spell correctly.

- I can capitalize, punctuate, and spell correctly when writing.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

- I can understand that language works differently for different audiences.
- I can vary sentence structure within my own writing to avoid sounding repetitive

11.L.4 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.

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.

- I can use context clues to figure out the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

- I can correctly identify parts of speech

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.

- I can use print and digital reference materials (dictionaries, etc) to find pronunciations and to figure out parts of speech.

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).

- I can predict a word’s meaning, then look it up in the dictionary to see if I was right.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- I can identify figures of speech in a piece of writing.
- I can figure out what some figures of speech mean based on how they’re used.

b. Analyze nuances in the meaning of words with similar denotations.

- I can find differences between words of similar meanings.

11.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 important to comprehension or expression.

- I can learn and use college-appropriate language that can be applied to general studies (“research,” “evaluate,” etc) and subject-specific (terms that are used for certain subject areas, like math or history).

Madison County School District

4th Nine Weeks ELA Pacing Guide

English III

11.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.

- I can make references to a piece of writing to prove my point.
- I can make ideas about writing even when the author leaves the point unclear.

11.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; provided an objective summary of the text.

- I can determine main ideas, or themes, in a piece of writing.
- I can determine how the different themes interact with each other.
- I can summarize a piece of writing.

11.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).

- I can comprehend how different parts of a piece of writing (plot, setting, etc.) make the writing more interesting.

11.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.)

- I can analyze individual words and phrases and determine why the author used them in the writing.
- I can analyze the impact of the words and phrases on the tone of the writing.

11.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.

- I can look at the structure (sentence length, paragraph organization) and determine why the author chose this method.
- I can determine how the structure of a piece of writing makes it enjoyable to the reader.

11.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).

- I can analyze a narrator’s words and determine literal meaning.
- I can analyze a narrator’s words and determine if his/her words are not meant to be taken literally.

11.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.)

- I can listen to a recording of a novel, drama, or poem/ view a live performance of a novel, drama, or poem and determine how each version interprets the text.

11.RL.8 (Not applicable to literature)

11.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.

- I can read texts from 18th, 19th, 20th, and 21st century American literature and determine how similar topics are handled differently.

11.RL.10 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- I can read texts of increasing difficulty and understand the content.

11.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.

- I can make references to the text to support my analysis of the text.
- I can analyze and infer what the author means when the author leaves matters unclear.

11.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.

- I can determine two or more main ideas of a text.
- I can analyze an idea as it develops throughout the text.
- I can analyze two or more main ideas and how they build on one another within a text.
- I can provide an objective summary of a text.

11.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.

- I can analyze a set of ideas or a sequence of events and explain how they develop over the course of a text.

11.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 *faction* in *Federalist No. 10*).

- I can determine the meaning of words and phrases in a text.
- I can understand figurative language, connotative meanings, and technical meanings of words and phrases in a text.
- I can analyze how the author uses different meanings of a key term or terms over the course of a text.

11.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.

- I can analyze the effectiveness of the structure an author uses in his/her exposition or argument in a text.

- I can evaluate the effectiveness of the structure an author uses in his/her exposition or argument in a text.
- I can evaluate whether a text's structure is clear, convincing, and engaging.

11.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.

- I can determine an author's point of view in a highly effective text.
- I can determine author's purpose in a text in which rhetoric is highly effective.
- I can analyze how the style and content of a text add to its overall power, persuasiveness, and beauty.

11.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- I can use words, pictures, and sounds to communicate a certain point.
- I can combine multiple types of information to effectively address a question or solve a problem.

11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

- I can interpret important historical documents (U. S. Constitution, the Declaration of Independence, etc.) and determine the purposes for the arguments presented in each document.
- I can determine the basis for arguments presented in important U. S. historical texts.

11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- I can analyze the themes, purposes, and rhetorical features of 17th, 18th, and 19th century foundational U. S. documents of historical and literary significance.

11.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can read and comprehend literary nonfiction of increasing text complexity on an independent and proficient level.

11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

- I can present a claim and acknowledge and distinguish opposing claims.

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.

- I can develop claims supplying the most relevant evidence.

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.

- I can utilize words, phrases, and clauses to create cohesion and clarity in my writing.

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.

- I can maintain formal style in my writing.
- I can maintain an objective tone in my writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

- I can compose a conclusion that supports the argument presented.

11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

- I can organize complex ideas, concepts, and information into a unified whole.
- I can incorporate formatting, graphics, and multimedia to aid in comprehension.

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.

- I can develop the topic with relevant facts, extended definitions, concrete details, quotations, and other appropriate information based on the audience's knowledge of the topic.

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.

- I can construct appropriate and varied transitions and syntax to create cohesion and clarify relationships in my writing.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- I can utilize precise language and domain-specific vocabulary in my writing.

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.

- I can make a point using writing that's non-biased and specific.

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).

- I can compose a concluding statement or section that articulates the significance of the topic.

11.W.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.

- I can engage and orient readers by establishing one or more multiple points of view.
- I can introduce a narrator and/or characters.
- I can create a smooth progression of events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- I can construct narrative techniques to develop experiences in my writing.
- I can construct narrative techniques to develop events in my writing.
- I can construct narrative techniques to develop characters in my writing.

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).

- I can use a variety of techniques to create a coherent whole.
- I can use a variety of techniques to build toward a particular tone.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- I can use precise words and phrases to convey a vivid picture.
- I can use sensory language to convey experiences and events.
- I can use descriptive details to convey experiences and details.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- I can formulate a conclusion that reflects on the narrated experiences or events.

11.W.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.)

- I can produce clear and coherent writing that is appropriate to task, purpose, and audience.

11.W.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.)

- I can demonstrate strength in the writing process focusing on addressing the specific purpose and audience.

11.W.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.

- I can use technology to produce, publish, and update individual or shared writing projects.

11.W.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.

- I can utilize several sources to conduct short research projects to demonstrate understanding of the subject under investigation.

11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- I can compile relevant information from multiple print and digital sources.
- I can assess the strengths and limitations of each source.
- I can integrate information into the text while avoiding plagiarism.
- I can cite sources following standard format for citations.

11.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.

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”).

- I can demonstrate knowledge of the 18th, 19th, and 20th –century and compare two or more texts from the same period.

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 the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).

- I can apply 11th grade reading standards to nonfiction writing (e.g., seminal U.S. texts, etc.).

11.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 tasks, purposes, and audiences.

- I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

11.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.

- I can talk about texts and ideas with students, groups, and teachers.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

- I can come to discussions prepared, having read and thought about what I'll say.

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.

- I can listen to my peer and teachers.

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.

- I can contribute to conversations in a mature manner, even when I disagree.

11.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.

- I can find information from various sources (newspapers, pictures, etc), determine the relevance of the information, and use the information to prove my point.

11.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.

- I can listen to a speaker, think about his/ her point of view, reasoning, tone, and word choice to determine his or her meaning.

11.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.

- I can get a point across by speaking to a group or individual.
- I can organize my thoughts so they're easy to follow.
- I can speak to different audiences and still be able to communicate my ideas.

11.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.

- I can use digital media (such as PowerPoint) to make verbal presentations better.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- I can verbally use formal English when it's appropriate to do so.

11.L.1 Demonstrate command of the 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.

- I can use standard English grammar when speaking and writing.
- I can understand that language changes over time.

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.

- I can use sources (dictionaries, etc) to determine standard usage.

11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

- I can punctuate correctly when writing.

b. Spell correctly.

- I can capitalize, punctuate, and spell correctly when writing.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

- I can understand that language works differently for different audiences.
- I can vary sentence structure within my own writing to avoid sounding repetitive

11.L.4 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.

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.

- I can use context clues to figure out the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

- I can correctly identify parts of speech

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.

- I can use print and digital reference materials (dictionaries, etc) to find pronunciations and to figure out parts of speech.

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).

- I can predict a word’s meaning, then look it up in the dictionary to see if I was right.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- I can identify figures of speech in a piece of writing.
- I can figure out what some figures of speech mean based on how they’re used.

b. Analyze nuances in the meaning of words with similar denotations.

- I can find differences between words of similar meanings.

11.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 important to comprehension or expression.

- I can learn and use college-appropriate language that can be applied to general studies (“research,” “evaluate,” etc) and subject-specific (terms that are used for certain subject areas, like math or history).