

**The following CCSSs are embedded throughout the trimester, present in all units applicable:**

**RL.11-12.10** 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.

**RL.11-12.10** 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.

Trimester C				
Unit	CCSS	Learning Targets	Resources	Assessments
<i>The Kite Runner</i> by Khaled Hosseini	<p><b>RL 11-12.1</b> 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 things uncertain.</p> <p><b>RL 11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL 11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL. 11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with</p>	<p><b>RL 11-12.1</b>  <i>I can</i> define textual evidence  <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion  <i>I can</i> read closely and find answers explicitly in text and answers that require an inference  <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions  <i>I can</i> determine places in the text that leave matters uncertain</p> <p><b>RL 11-12.2</b>  <i>I can</i> define theme  <i>I can</i> analyze plot to determine two or more themes  <i>I can</i> determine how multiple themes work together to produce a complex piece of literature  <i>I can</i> define summary  <i>I can</i> compose an objective summary stating the key points of the text</p> <p><b>RL 11-12.3</b>  <i>I can</i> identify elements of a story or drama  <i>I can</i> analyze how elements of a story or drama are developed and/or interrelated  <i>I can</i> analyze the impact of an author's choices in presenting elements of a story or drama</p> <p><b>RL.11-12.4</b>  <i>I can</i> define and identify various forms of figurative language  <i>I can</i> distinguish between literal and figurative language  <i>I can</i> recognize the difference</p>	<p><i>The Kite Runner</i> by Khaled Hosseini</p> <p>Selected non-fiction essays</p>	<p><b>Formative:</b>            Reading Quiz            Class Discussion            Journal            Plot Map            CLOZE Reading            Reader's Log            VENN Diagram            Dialectical Journal            Study Questions            Character Map            Vocabulary</p> <p><b>Summative:</b>            Unit Test</p>

	<p>multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p><b>RL 11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> 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, under-statement)</p> <p><b>RL.11-12.1</b> Cite strong and 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 things uncertain</p>	<p>between denotative meanings and connotative meanings  <i>I can</i> analyze how an author’s choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect  <i>I can</i> analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</p> <p><b>RL 11-12.5</b>  <i>I can</i> determine how an author chose to structure specific parts of a text  <i>I can</i> analyze specific parts of text and explain how the individual parts fit into the overall structure  <i>I can</i> analyze how an author’s choice of structuring specific parts of a text affects the overall meaning  <i>I can</i> analyze how an author’s choice of structuring specific parts of a text creates an aesthetic impact</p> <p><b>RL.11-12.6</b>  <i>I can</i> identify an author’s point of view in a text  <i>I can</i> determine when an author is requiring the reader to make an inference as to what is really meant  <i>I can</i> recognize when authors use literary techniques to shape the content and style of a text</p> <p><b>RL.11-12.1</b>  <i>I can</i> define textual evidence  <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion  <i>I can</i> read closely and find answers explicitly in text and answers that require an inference  <i>I can</i> analyze an author’s words and find pieces of textual evidence to support explicit and inferential questions  <i>I can</i> determine places in the text that leave matters uncertain</p>		
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	<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p><b>RI.11-12.3</b> 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</p> <p><b>RI.11-12.4</b> 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</p> <p><b>RI.11-12.5</b> 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, or engaging.</p> <p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and</p>	<p><b>RI.11-12.2</b>  <i>I can</i> define central idea  <i>I can</i> determine two or more central ideas of a text  <i>I can</i> determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning  <i>I can</i> analyze how central ideas develop over the course of a text  <i>I can</i> compose an objective summary stating the key points of a text</p> <p><b>RI.11-12.3</b>  <i>I can</i> determine a complex set of ideas or sequence of events conveyed in a text  <i>I can</i> analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p> <p><b>RI.11-12.4</b>  <i>I can</i> define and identify various forms of figurative language  <i>I can</i> distinguish between literal and figurative language  <i>I can</i> recognize the difference between denotative meanings and connotative meanings  <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text  <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p><b>RI.11-12.5</b>  <i>I can</i> determine how an author chose to structure his/her exposition or argument  <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.  <i>I can</i> determine if an author's structure is effective in making his/her points clear, convincing, and engaging  <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p><b>RI.11-12.6</b>  <i>I can</i> define point of view as how the author feels about the situation/topic of a text</p>		
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	content contribute to the power, persuasiveness, or beauty of the text.	<p><i>I can</i> determine an author's point of view and explain his/her purpose for writing the text</p> <p><i>I can</i> define rhetoric</p> <p><i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose</p> <p><i>I can</i> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
Unit	CCSS	Learning Target	Resources	Assessment
<i>Synthesis Essay</i>	<p><b>W 11-12.1 Write arguments</b> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W 11-12.2 Write informative/ explanatory texts</b> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures,</p>	<p><b>W 11-12.1</b></p> <p><i>I can</i> analyze influential topics or texts to determine an argument that causes or has caused debate in society</p> <p><i>I can</i> choose a side of the argument, indentify precise, knowledgeable claims, and establish the significance of the claims</p> <p><i>I can</i> identify alternate or opposing claims that counter my argument</p> <p><i>I can</i> organize claims, counterclaims, reasons, and evidence into a logical sequence</p> <p><i>I can</i> anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both</p> <p><i>I can</i> present my argument in a formal style and objective tone</p> <p><i>I can</i> create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax</p> <p><i>I can</i> provide a concluding statement/section that supports my argument</p> <p><b>W 11-12.2</b></p> <p><i>I can</i> choose a topic and identify and select the most significant and relevant information to develop and share with my audience</p> <p><i>I can</i> define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it</p> <p><i>I can</i> analyze the information,</p>	<p><i>5 Steps to a Five</i> (McGraw Hill)</p> <p><i>A Writer's Reference</i> (Diana Hacker)</p> <p><i>Cracking the AP English Language and Composition Exam</i> (Princeton Review)</p> <p>Selected AP Study Guides</p>	<p>Pre-Writing</p> <p>Drafting</p> <p>Revising</p> <p>Editing/Proofreading</p> <p>Publishing</p> <p>Timed Writings</p>

	<p>tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W 11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W 11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>identify domain-specific vocabulary for my topic, incorporate techniques such as a metaphor, simile, and analogy, and organize information into broader categories using my chose structure(s)</p> <p><b>I can</b> present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax, and a concluding statement/section that supports the information presented</p> <p><b>W 11-12.4</b>  <b>I can</b> identify the writing style that best fits my task, purpose, and audience  <b>I can</b> use organizational/formatting structures (graphic organizers) to develop my writing ideas  <b>I can</b> compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style</p> <p><b>W 11-12.5</b>  <b>I can</b> edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.  <b>I can</b> analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary  <b>I can</b> prepare multiple drafts using revisions and edits to develop and strengthen my writing  <b>I can</b> recognize when revising, editing, and rewriting are not enough, and I need to try a new approach</p>		
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	<p><b>W 11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W 11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W 11-12.8</b> 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 over-reliance on any one source and following a standard format for citation.</p>	<p><b>W 11-12.6</b>  <i>I can</i> identify technology that will help me produce, publish, and update my individual or shared writing products  <i>I can</i> determine the most efficient technology medium to complete my writing task  <i>I can</i> respond to ongoing feedback and/or new arguments for information to produce, publish, and update my writing projects</p> <p><b>W 11-12.7</b>  <i>I can</i> define research and distinguish how research differs from other types of writing  <i>I can</i> focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined  <i>I can</i> choose several sources and synthesize information to answer my research inquiry  <i>I can</i> determine if I need to narrow or broaden my inquiry based on the information gathered  <i>I can</i> create a research paper/project to demonstrate understanding of the subject under investigation</p> <p><b>W 11-12.8</b>  <i>I can</i> determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written  <i>I can</i> assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source  <i>I can</i> use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research  <i>I can</i> define plagiarism  <i>I can</i> avoid plagiarism by paraphrasing and/or summarizing my research findings  <i>I can</i> determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas  <i>I can</i> follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing</p>		
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Unit	CCSS	Learning Targets	Resources	Assessments
<p><i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon</p>	<p><b>RL 11-12.1</b> 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 things uncertain.</p> <p><b>RL 11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL 11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL. 11-12.4</b> 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</p>	<p><b>RL 11-12.1</b>  <i>I can</i> define textual evidence  <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion  <i>I can</i> read closely and find answers explicitly in text and answers that require an inference  <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions  <i>I can</i> determine places in the text that leave matters uncertain</p> <p><b>RL 11-12.2</b>  <i>I can</i> define theme  <i>I can</i> analyze plot to determine two or more themes  <i>I can</i> determine how multiple themes work together to produce a complex piece of literature  <i>I can</i> define summary  <i>I can</i> compose an objective summary stating the key points of the text</p> <p><b>RL 11-12.3</b>  <i>I can</i> identify elements of a story or drama  <i>I can</i> analyze how elements of a story or drama are developed and/or interrelated  <i>I can</i> analyze the impact of an author's choices in presenting elements of a story or drama</p> <p><b>RL.11-12.4</b>  <i>I can</i> define and identify various forms of figurative language  <i>I can</i> distinguish between literal and figurative language  <i>I can</i> recognize the difference between denotative meanings and connotative meanings  <i>I can</i> analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect  <i>I can</i> analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</p>	<p><i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon</p> <p>Selected non-fiction essays</p>	<p><b>Formative:</b>  Reading Quiz  Class Discussion  Journal  Plot Map  CLOZE Reading  Reader's Log  Opinionaire  Study Questions  Character Map  Vocabulary</p> <p><b>Summative:</b>  Unit Test</p>

	<p><b>RL 11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> 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, under-statement)</p> <p><b>RI.11-12.1</b> Cite strong and 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 things uncertain</p> <p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals,</p>	<p><b>RL 11-12.5</b>  <i>I can</i> determine how an author chose to structure specific parts of a text  <i>I can</i> analyze specific parts of text and explain how the individual parts fit into the overall structure  <i>I can</i> analyze how an author's choice of structuring specific parts of a text affects the overall meaning  <i>I can</i> analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact</p> <p><b>RL.11-12.6</b>  <i>I can</i> identify an author's point of view in a text  <i>I can</i> determine when an author is requiring the reader to make an inference as to what is really meant  <i>I can</i> recognize when authors use literary techniques to shape the content and style of a text</p> <p><b>RI.11-12.1</b>  <i>I can</i> define textual evidence  <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion  <i>I can</i> read closely and find answers explicitly in text and answers that require an inference  <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions  <i>I can</i> determine places in the text that leave matters uncertain</p> <p><b>RI.11-12.2</b>  <i>I can</i> define central idea  <i>I can</i> determine two or more central ideas of a text  <i>I can</i> determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning  <i>I can</i> analyze how central ideas develop over the course of a text  <i>I can</i> compose an objective summary stating the key points of a text</p> <p><b>RI.11-12.3</b>  <i>I can</i> determine a complex set of ideas or sequence of events</p>		
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	<p>ideas, or events interact and develop over the course of the text</p> <p><b>RI.11-12.4</b> 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</p> <p><b>RI.11-12.5</b> 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, or engaging.</p> <p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>conveyed in a text  <i>I can</i> analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p> <p><b>RI.11-12.4</b>  <i>I can</i> define and identify various forms of figurative language  <i>I can</i> distinguish between literal and figurative language  <i>I can</i> recognize the difference between denotative meanings and connotative meanings  <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text  <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p><b>RI.11-12.5</b>  <i>I can</i> determine how an author chose to structure his/her exposition or argument  <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.  <i>I can</i> determine if an author's structure is effective in making his/her points clear, convincing, and engaging  <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p><b>RI.11-12.6</b>  <i>I can</i> define point of view as how the author feels about the situation/topic of a text  <i>I can</i> determine an author's point of view and explain his/her purpose for writing the text  <i>I can</i> define rhetoric  <i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose  <i>I can</i> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
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