### Big Ideas/Key Concepts:
The Anglo-Saxon and Medieval Periods, 449-1485 (Unit 1)
The Anglo-Saxon Epic (The Age of Chaucer, Reflections of Common Life, The Age of Chaucer, Medieval Romance)

### Writing Focus:
Informational/Explanatory and Narrative

#### Unit 1 Essential Questions:
- What makes a true hero?
- Who really shapes society?
- Does fate control our lives?
- Can people live up to high ideals?
- Can we view the world through a different lens?

### Ongoing Standards and Expectations

#### Reading:
Volume of reading is an important aspect of an effective ELA classroom.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
- Lexile Bands for College and Career Readiness 12th grade 1185L-1335L

#### Resources
- Holt McDougal textbook
- Renaissance (STAR)
- Achieve 3000
- WCS Secondary ELA Google Site

#### Writing:
Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.
- 11-12.W.PDW.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.)
- 11-12.W.PDW.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.)
- 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
- 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to

### Practice Writing Assessments:
TCAP Part I Writing Practice

**Holt McDougal Online Literature Textbooks**
Teacher Resources
- Research
  - Citation Guide
  - Research and Study Skills Reteaching Worksheets

**Writing Focus:** The writing focus for this nine weeks is informational/explanatory and narrative writing. However, argumentative writing should be briefly introduced through mini-writing assignments.
answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed. Frame instruction to prepare students for Fall ACT test dates.

- Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
- From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.
- Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
- Proofread for errors in capitalization and punctuation.
- Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
- Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
Big Ideas/Key Concepts: The Anglo-Saxon and Medieval Periods, 449-1485 (Unit 1)

*The Anglo-Saxon Epic (The Age of Chaucer, Reflections of Common Life, The Age of Chaucer, Medieval Romance)*

- Big Ideas and Key Concepts may be taught thematically and are not limited to works from the textbook.
- Teachers may incorporate additional works such as poems, modern texts, media, and/or nonfiction that enhance historical works from the textbook.
- Teachers can use this semester to remediate ACT concerns for those seniors who will be taking the October or November test. ACT priorities should focus on editing text, managing long reading passages, scanning informational text, and managing time.

WRITING FOCUS:

Unit 1 Essential Questions:
- What makes a true hero?
- Who really shapes society?
- Does fate control our lives?

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | **Reading (Literature)**  
- I can cite strong and thorough textual evidence to support analysis of a text.  
- I can make inferences and determine where the text leaves matters uncertain.  
- I can assess the impact of ambiguities, nuances, and complexities in the text.  
- **I can determine two or more themes or central ideas of a text and analyze their complex development.** | **Reading (Literature)**  
Unit One  
Additional Unit 1 Resources pp. 19 A-F.  

**11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
### English Language Arts (ELA) Standards

**11-12.RL.KID.3** Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

**ENGI.V.WCE.3** Analyze how the author creates and reveals character (i.e. what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks, etc.)

**11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

**ENGI.V.WCE.4** Analyze poems that reflect British historical and literary periods, including important elements of style and structure.

- I can write an objective summary of the text.
- I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- I can analyze how the author creates and reveals character.
- I can determine the meaning of figurative and connotative meanings of words and phrases.
- I can analyze the impact of word choices on meaning and tone.
- I can analyze poems for form and style including structure and poetic devices.
- I can analyze how an author’s

**Linked Selections:**
- The Prologue *from The Canterbury Tales* (narrative poem), *Holt McDougal*, pp. 142-168.
- *from Sir Gawain and the Green Knight* (romance), *Holt McDougal*, pp. 228-245.

**Reading (Literature) Additional Sources:**

[Holt McDougal Online Literature Textbooks]

**Holt McDougal Literature online:**
- Teacher Resources
- Literature and Reading
<table>
<thead>
<tr>
<th>11-12.RL.CS.5</th>
<th>Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGIV.WCE.5</td>
<td>Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.</td>
</tr>
<tr>
<td><strong>11-12.RL.CS.6</strong></td>
<td>Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</td>
</tr>
<tr>
<td>11-12.RL.IKI.7</td>
<td>Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</td>
</tr>
<tr>
<td><strong>11-12.RL.IKI.9</strong></td>
<td>Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat themes or topics.</td>
</tr>
<tr>
<td>ENGIV.WCE.6</td>
<td>Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</td>
</tr>
<tr>
<td></td>
<td>choices concerning how to structure a text contribute meaning an aesthetic impact.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze and determine how the author’s life relates to the larger context of his/her work.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze point of view by determining what is directly stated and what is meant in a text.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze multiple interpretations of a story, drama, or poem.</td>
</tr>
<tr>
<td></td>
<td>● I can evaluate how each version interprets the source text.</td>
</tr>
<tr>
<td></td>
<td>● I can demonstrate how two or more texts literature from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze the characteristics of subgenres that are used in a variety of texts.</td>
</tr>
<tr>
<td>12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
<td>● I can read and comprehend multiple genres of grade-appropriate literature.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Reading (Informational Text)</strong></td>
<td><strong>Reading (Informational Text)</strong></td>
</tr>
<tr>
<td>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
<td>● I can cite strong and thorough textual evidence to support analysis of a text.</td>
</tr>
<tr>
<td><strong>11-12.RI.KID.2</strong> Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</td>
<td>● I can determine two or more central ideas of a text and analyze their development in the text.</td>
</tr>
<tr>
<td><strong>11-12.RI.KID.3</strong> Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</td>
<td>● I can provide an objective summary of the text.</td>
</tr>
<tr>
<td><strong>11-12.RI.CS.4</strong> 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.</td>
<td>● I can analyze complex ideas or events and explain how they develop over the course of the text.</td>
</tr>
</tbody>
</table>
| ● I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text. | }

**Reading (Informational Text)**

- **Unit One**
  - from *A History of the English Church and People* (historical writing), *Holt McDougal*, pp. 96-101

**Reading (Informational Text) Additional Sources:**

- Holt McDougal Online Literature Textbooks
  - Holt McDougal Literature online:
    - Teacher Resources
    - Literature and Reading
<table>
<thead>
<tr>
<th>11-12.RI.CS.5</th>
<th>Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11-12.RI.CS.6</th>
<th>Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ENGIV.WCE.7</th>
<th>Analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ENGIV.WCE.8</th>
<th>Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.</th>
</tr>
</thead>
</table>

- I can analyze how an author refines the meaning over the course of the text.
- I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.
- I can determine an author’s point of view in a text by examining the rhetoric.
- I can analyze how style and content contribute to the power of the text.
- I can analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).
- I can compare point of view, purpose, and rhetoric in two or more literary texts.
- I can explain how style and content support point of view or purpose.
<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>11-12.RI.IKI.7</strong> Evaluate the topic or subject in multiple diverse formats and media.</td>
<td>● I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.</td>
<td></td>
</tr>
<tr>
<td><strong>11-12.RI.IKI.8</strong> Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</td>
<td>● I can evaluate how an author uses evidence and reasoning to support an argument and claims in a text.</td>
<td></td>
</tr>
<tr>
<td><strong>11-12.RI.IKI.9</strong> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</td>
<td>● I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.</td>
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</tr>
<tr>
<td></td>
<td>● I can analyze a variety of documents of historical and literary significance for their themes, purposes, and rhetorical features.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● I can read and comprehend a variety of nonfiction independently and proficiently.</td>
<td></td>
</tr>
<tr>
<td><strong>12.RI.RRTC.10</strong> Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
<td></td>
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</tr>
<tr>
<td><strong>ENGIV.WCE.9</strong> Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the</td>
<td>● I can critique arguments in public documents by examining audience appeal, reader concerns and</td>
<td></td>
</tr>
</tbody>
</table>

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arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**Writing**

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

11-12.W.TTP.2b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

11-12.W.TTP.2c. 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.

11-12.W.TTP.2d. Provide a concluding statement or section that follows from and supports the information or explanation.

counterclaims. (e.g., appeal to reason, authority and emotion).

**Writing**

- I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.
- I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.
- I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.
- I can thoroughly develop a writing topic by selecting relevant facts, concrete details, quotations, or other information and examples appropriate to the audience.

**Writing**

**Unit One**


Additional Resources for TCAP Writing Instruction:

- TCAP Part I Writing Practice
  - English III and English IV TCAP Writing
  
  The following state passages and prompts can be used for writing assignments. Since they are designed for English III and English IV, each department should decide which prompts should be protected for each.

  - EDTools Writing Tasks with Anchor Papers (Inf/ex; Arg)
  - Part I Writing Assessment (Narr.)
  - 19th Amendment (Inf/ex; Arg)
  - Child Labor (Arg)
<table>
<thead>
<tr>
<th>11-12.W.TTP.2e</th>
<th>I can provide a concluding statement or section that follows from and supports the information or explanation presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can use appropriate formatting, graphics, and multimedia to aid comprehension.</td>
</tr>
<tr>
<td></td>
<td>I can use precise language and vocabulary, metaphor, simile and analogy to manage the complexity of the topic.</td>
</tr>
</tbody>
</table>

| 11-12.W.TTP.3  | Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. |
|               | Write narratives to develop real or imagined experiences or events.                              |
|               | I can create a problem, situation, or observation and establish multiple point(s) of view.      |
|               | I can sequence events in a logical, coherent order and utilize a particular tone and outcome.  |
|               | I can create a smooth progression of experiences or events.                                     |
|               | I can use narrative techniques in order to develop experiences,                                  |
|               | Declaration of Independence (Arg)                                                               |
|               | Huck Finn (Inf/ex)                                                                               |
|               | Mass Hysteria (Arg)                                                                              |
|               | Susan B. Anthony (Arg)                                                                          |
|               | Winter Dreams (Arg)                                                                             |
|               | Free Speech (Arg)                                                                               |
|               | Gospel of Wealth (Inf/ex)                                                                       |
|               | Newspaper (Central Idea)                                                                       |
|               | Birth Order (Point of view)                                                                     |
|               | House on the Hill (Narr)                                                                        |
|               | Intelligence (Central Idea)                                                                    |
|               | Newspaper (Author's Purpose; Analyze Theme)                                                     |
|               | Single Gender Classroom (Arg)                                                                  |
|               | Tyranny (Narr)                                                                                 |
|               | Walden (Inf/ex)                                                                                 |
|               | War Grade (Central Idea)                                                                       |

English IV prompts:
- A Modest Proposal (Arg) 12th
- Canterbury Tales (Inf/ex) 12th

State Writing Rubrics
- TNReady Argument Rubric-Grades 9-12
- TNReady Informational/Explanatory Rubric-Grades 9-12
- TNReady NarrativeRubric-Grades 9-12

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<table>
<thead>
<tr>
<th>11-12.W.TTP.3e.</th>
<th>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.W.TTP.3f.</td>
<td>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td>11-12.W.TTP.3g.</td>
<td>Use appropriate language and techniques, such as metaphor, simile, and analogy.</td>
</tr>
<tr>
<td>11-12.W.TTP.3h.</td>
<td>Establish and maintain an appropriate style and tone.</td>
</tr>
</tbody>
</table>

11-12.W.PDW.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.)

1-12.W.PDW.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 event, and characters.

<table>
<thead>
<tr>
<th>Language Handbook Worksheets</th>
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<tbody>
<tr>
<td>Language Handbook Answer Key</td>
</tr>
<tr>
<td>GrammarNotes Presentations</td>
</tr>
<tr>
<td>Writing and Grammar Reteaching Worksheets</td>
</tr>
</tbody>
</table>

Research
- Citation Guide
- Research and Study Skills
| Purpose and Audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) | Approach.  
- I can focus on purpose and audience.  
- I can use technology to produce, publish, and update writing.  
- I can conduct short and sustained research projects to answer a question.  
- I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.  
- I can gather relevant information from multiple sources.  
- I can assess the strengths and weaknesses of each source.  
- I can integrate information into the |
| and following a standard format for citation. | text to maintain the flow of ideas.  
| | ● I can avoid plagiarism and overreliance of one source.  
| 11-12.W.RBP.K.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. | ● I can follow a standard format.  
| 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | ● I can draw evidence from literary or informational texts to support analysis, reflection, and research.  
| | ● I can write over extended and shorter time frames for a range of tasks and purposes.  
| Speaking and Listening  
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | Speaking and Listening  
| | ● I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.  
| 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies | ● I can integrate multiple sources of information presented in diverse formats and media.  
● I can evaluate credibility and |

**Speaking and Listening**

| Speaking and Listening
| Unit One

*Holt McDougal Online Literature Textbooks*
Teacher Resources  
Media and Technology
among the data.

11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ENGIV.WCE.11 Conduct a debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, accuracy of sources.

- I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- I can assess the stance, premises, ideas, points of emphasis and tone being used.
- I can conduct debate to allow all views.
- I can allow for dissenting views and compromise.
- I can determine what additional research is required for more investigation.
- I can present information, findings, and evidence and convey a clear perspective.
- I can organize and develop information appropriate to purpose and audience.
- I can make strategic use of digital
and evidence and to add interest.

11-12.SLPKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<table>
<thead>
<tr>
<th>Language</th>
<th>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</th>
</tr>
</thead>
</table>

| Language | 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide. |

| Language | I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English. |

- I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.

- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.

- I can understand that usage is a matter of convention and can change.

- I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

- I can spell correctly.

**Holt McDougal Online Literature Textbooks**

Teacher Resources

- Writing and Grammar
  - Language Handbook Worksheets
  - Language Handbook Answer Key
  - GrammarNotes Presentations
  - Writing and Grammar Reteaching Worksheets

Vocabulary

- Vocabulary Practice Worksheets
- Vocabulary Practice Answer Key
### 2019-2020, HS, English IV, ELA, Quarter 1

<table>
<thead>
<tr>
<th>11-12.L.KL.3</th>
<th>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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.L.VAU.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>11-12.L.VAU.4a</td>
<td>Use context as a clue to the meaning of a word or a phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4b</td>
<td>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4c</td>
<td>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4d</td>
<td>Use etymological patterns in spelling as clues to the meaning of a word or phrase.</td>
</tr>
<tr>
<td><strong>● I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>● I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>● I can use context as a clue to the meaning of a word or phrase.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>● I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>● I can consult general and specialized reference materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>● I can verify the preliminary determination of the meaning of a word or phrase.</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Vocabulary Reteaching Worksheet Assessment
- SAT/ACT Flash Car
| 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. |
| I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| I can interpret figures of speech in context and analyze their role in the text. |
| I can analyze nuances in the meanings of words with similar denotations. |
| I can use academic and grade-appropriate words and phrases at the college and career readiness level. |

| 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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2019-2020, HS, English IV, ELA, Quarter 1

Honors Addendum

Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English IV. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.RL.KID.1</td>
<td>• I can cite strong and thorough textual evidence to support analysis of a text.</td>
<td>Extended Independent Reading (MINIMUM one book/quarter):</td>
</tr>
<tr>
<td></td>
<td>• I can make inferences and determine where the text leaves matters uncertain.</td>
<td>See Connected Great Reads for suggested titles:</td>
</tr>
<tr>
<td></td>
<td>• I can determine the meaning of figurative and connotative meanings of words and phrases.</td>
<td>Holt McDougal Literature Grade 12:</td>
</tr>
<tr>
<td></td>
<td>• I can analyze the impact of word choices on meaning and tone.</td>
<td>Unit 1, pp. 288-289</td>
</tr>
<tr>
<td>11-12.RL.CS.4</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• I can determine the meaning of figurative and connotative meanings of words and phrases.</td>
<td>Other texts related to the units’ key concepts</td>
</tr>
<tr>
<td></td>
<td>• I can analyze the impact of word choices on meaning and tone.</td>
<td>may be selected with teacher approval.</td>
</tr>
<tr>
<td>11-12.W.TTP.2</td>
<td>• I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.</td>
<td>Independent reading may be assessed at the teacher’s discretion.</td>
</tr>
<tr>
<td></td>
<td>a. Provide an introduction that is relevant to the</td>
<td>Writing Workshop: Writing Workshop:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of a Poem, Holt McDougal, pp. 270-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>279.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extend Workshop by having students analyze multiple literary techniques and incorporating research. After students develop their own analysis of a poem, they will read an analysis of the same poem published in a scholarly journal and explain similarities and differences in their</td>
</tr>
</tbody>
</table>
b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

c. 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.

d. Provide a concluding statement or section that follows from and supports the information or explanation presented.

e. Use appropriate formatting, graphics, and multimedia to aid comprehension.

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

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

- I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.
- I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.
- I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience’s knowledge of the topic.
- I can provide a concluding statement or section that follows from and supports the information or explanation presented.
- I can use appropriate formatting, graphics, and multimedia to aid comprehension.
- I can use precise language and vocabulary, metaphor, simile and analogy to write about a topic.
- I can use technology to publish writing while using feedback and including new arguments and information.


Extend the workshop by having students defend their analysis as if they were communicating with the author of the journal article.
11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

Honors Components 1 and 5:
- Extended reading assignments that connect with specified curriculum
- Writing assignments that demonstrate a variety of modes, purposes, and styles

I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.

I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

I can interpret figures of speech in context and analyze their role in the text.

I can analyze nuances in the meanings of words with similar denotations.
Big Ideas/Key Concepts: The English Renaissance, 1485-1660  (Unit 2)

*A Celebration of Human Achievement (Pastoral Poems and Sonnets, Shakespeare Drama, The Rise of Humanism, Spiritual and Devotional Writings, The Metaphysical and Cavalier Poets)*

**Unit Essential Questions:**
- Should religion be tied to politics?
- Why is love so complicated? What is the ideal society?
- Why do people seek power?
- Why are some conflicts seemingly unresolvable (East/West)?
- What made the Golden Age so Golden?
- How did the Printing Press change the world?

**WRITING FOCUS: Argument**

**Ongoing Standards and Expectations**
- Reading: Volume of reading is an important aspect of an effective ELA classroom.
  - 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
  - 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

**Resources**
- Holt McDougal textbook
- Renaissance (STAR)
- Achieve 3000
- WCS Secondary ELA Google Site

**Writing**
- Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.
  - 11-12.W.PDW.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.)
  - 11-12.W.PDW.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.)
  - 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

**Practice Writing Assessments:**
- TCAP Part I Writing Practice
- Holt McDougal Online Literature Textbooks

**Teacher Resources**
- Research
  - Citation Guide
  - Research and Study Skills Reteaching Worksheets

**Writing Focus:** The writing focus for this nine weeks is argumentative writing. However, informational/explanatory and narrative writing should be briefly introduced through mini-writing assignments.
● 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

● 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

● 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

● 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.

● Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

● From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.

● Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

● Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

● Proofread for errors in capitalization and punctuation.

● Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

● Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
Big Ideas/Key Concepts: The English Renaissance, 1485-1660 (Unit 2)

A Celebration of Human Achievement (Pastoral Poems and Sonnets, Shakespeare Drama, The Rise of Humanism, Spiritual and Devotional Writings, The Metaphysical and Cavalier Poets)

- Big Ideas and Key Concepts may be taught thematically and are not limited to works from the textbook.
- Teachers may incorporate additional works such as poems, modern texts, media, and/or nonfiction that enhance historical works from the textbook.
- Teachers can use this semester to remediate ACT concerns for those seniors who will be taking the October or November test. ACT priorities should focus on editing text, managing long reading passages, scanning informational text, and managing time.

WRITING FOCUS: Argument

Unit 2 Essential Questions:
- Should religion be tied to politics?
- Why is love so complicated? What is the ideal society?
- Why do people seek power?
- Why are some conflicts seemingly unresolvable (East/West)?
- What made the Golden Age so Golden?
- How did the Printing Press change the world?

Tennessee State Standards | Student Friendly “I Can” Statements | Resources
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**Reading Literature**
11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

**Reading Literature**
- I can cite strong and thorough textual evidence to support analysis of a text.
- I can make inferences and determine where the text leaves matters uncertain.
- **I can determine two or more themes or central ideas of a text and analyze their complex development.**

**Reading Literature**
Additional Unit 2 Resources pp. 291 A-F.


### 11-12.RL.KID.3
Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

ENGIV.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks, etc.)

### 11-12.RL.CS.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

ENGIV.WCE.4 Analyze poems representative of the British literary movements for form and style, including structure and poetic devices. Reword: Analyze poems that reflect British historical and literary periods, including important elements of style and structure.

- I can write an objective summary of the text.
- I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- I can analyze the meaning of words and phrases as they are used in a text, including figurative and connotative meanings of words and phrases.
- I can analyze the impact of word choices on meaning and tone.
- I can analyze poems for form and style including structure and poetic devices.

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*from Utopia* (fiction), *Holt McDougal*, pp.444-447. [Linked to RI text, Speech before the Spanish Armada Invasion (fiction, speech), *Holt McDougal*, pp.444-451].


“To His Coy Mistress”/“To the Virgins, to Make Much of Time”/“To Althea, from Prison” (poetry), *Holt McDougal*, pp. 530- 536.

Reading (Literature) Additional Sources:

[Holt McDougal Online Literature Textbooks](#)  
[Holt McDougal Literature online]:  
- Teacher Resources  
- Literature and Reading

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<table>
<thead>
<tr>
<th>Language Arts Standards</th>
<th>Example of Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</td>
<td>I can analyze how an author’s choices concerning how to structure a text contribute meaning an aesthetic impact.</td>
</tr>
<tr>
<td>ENGIV.WCE.5 Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.</td>
<td>I can analyze and determine how the author’s life relates to the larger context of his/her work.</td>
</tr>
<tr>
<td>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</td>
<td>I can analyze point of view by determining what is directly stated and what is meant in a text.</td>
</tr>
<tr>
<td>11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</td>
<td>I can analyze multiple interpretations of a story, drama, or poem.</td>
</tr>
<tr>
<td>11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</td>
<td>I can evaluate how each version interprets the source text.</td>
</tr>
<tr>
<td>ENGIV.WCE.12 Analyze how the philosophical,</td>
<td>I can demonstrate how two or more texts literature from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td>political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.</td>
<td>12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>I can analyze how a variety of influences during a historical period shape a text.</td>
<td>I can read and comprehend grade-appropriate literature.</td>
</tr>
</tbody>
</table>
| Reading (Informational Text)  
11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | Reading (Informational Text)  
11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. |
| I can cite strong and thorough textual evidence to support analysis of a text. | I can determine two or more central ideas of a text and analyze their development in the text. |
| Reading (Informational Text)  
11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the | I can provide an objective summary of the text. |
| I can analyze complex ideas or events and explain how they develop over the course of the | Reading (Informational Text) Additional Sources: |
Holt McDougal Literature online:  
- Teacher Resources |
introduction and development of ideas, and connections among ideas impact meaning.

**11-12.RI.CS.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.

**11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**11-12.RI.CS.6** Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

**11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media.

### Text

- I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.
- I can analyze how an author refines the meaning over the course of the text.
- I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.
- I can determine an author’s point of view in a text by examining the rhetoric.
- I can analyze how style and content contribute to the power of the text.
- I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.

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**Literature and Reading**
<table>
<thead>
<tr>
<th>2019 - 2020, HS, English IV, ELA, Quarter 2</th>
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<tr>
<td><strong>ENGIV.WCE.9</strong> Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, authority, to pathos and emotion).</td>
</tr>
<tr>
<td><strong>ENGIV.WCE.14</strong> Determine common or opposing central ideas in two or more sources, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.</td>
</tr>
<tr>
<td><strong>11-12.RI.IKI.8</strong> Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</td>
</tr>
<tr>
<td><strong>11-12.RI.IKI.9</strong> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</td>
</tr>
<tr>
<td><strong>I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).</strong></td>
</tr>
<tr>
<td><strong>I can identify common opposing central ideas in two or more texts.</strong></td>
</tr>
<tr>
<td><strong>I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.</strong></td>
</tr>
<tr>
<td><strong>I can evaluate how an author uses evidence and reasoning to support an argument and claims in a text.</strong></td>
</tr>
<tr>
<td><strong>I can analyze a variety of documents of historical and literary significance for their themes, purposes, and rhetorical features.</strong></td>
</tr>
<tr>
<td><strong>I can read and comprehend a</strong></td>
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2019 - 2020, HS, English IV, ELA, Quarter 2

<table>
<thead>
<tr>
<th>Writing</th>
<th>Writing</th>
<th>Writing</th>
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<tbody>
<tr>
<td>12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
<td>variety of nonfiction independently and proficiently.</td>
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</table>

Writing

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1a. 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.

11-12.W.TTP.1b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

11-12.W.TTP.1c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

Writing

- I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.
- I can develop claim(s) and counterclaims with relevant evidence.
- I can point out strengths and limitations of both claims and counterclaims while anticipating audience’s concerns, values, and biases.

Writing

Unit Two


Additional Resources for TCAP Writing Instruction:

TCAP Part I Writing Practice

English III and English IV TCAP Writing

The following state passages and prompts can be used for writing assignments. Since they are designed for English III and English IV, each department should decide which prompts should be protected for each.

- EDTools Writing Tasks with Anchor Papers (Inf/ex; Arg)
- Part I Writing Assessment (Narr.)
- 19th Amendment (Inf/ex; Arg)
- Child Labor (Arg)
- Declaration of Independence (Arg)
### 2019 - 2020, HS, English IV, ELA, Quarter 2

<table>
<thead>
<tr>
<th>Evidence.</th>
<th>11-12.W.TTP.1d. Provide a concluding statement or section that follows from and supports the argument presented. 11-12.W.TTP.1e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGIV.WCE.17 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. 11-12.W.PDW.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.) 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing,</td>
<td></td>
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<td></td>
<td>I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument. I can provide a concluding statement or section that follows from and supports the argument presented. I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. I can enhance meaning by using rhetorical devices and issuing a call for action. I can produce a style that is appropriate to task, purpose, and audience. I can develop and strengthen</td>
</tr>
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<td></td>
<td>State Writing Rubrics TNReady Argument Rubric-Grades 9-12 TNReady Informational/Explanatory Rubric-Grades 9-12 TNReady Narrative Rubric-Grades 9-12 Holt McDougal Online Literature Textbooks Teacher Resources</td>
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</table>
2019 - 2020, HS, English IV, ELA, Quarter 2

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<thead>
<tr>
<th>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.)</th>
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</thead>
<tbody>
<tr>
<td>11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</td>
</tr>
<tr>
<td>11-12.W.RBP.K.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</td>
</tr>
<tr>
<td>11-12.W.RBP.K.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source</td>
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<tr>
<th>Writing and planning, revising, editing, rewriting, or trying a new approach.</th>
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<tbody>
<tr>
<td>I can focus on purpose and audience.</td>
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<tr>
<td>I can use technology to produce, publish, and update writing.</td>
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<tr>
<td>I can conduct short and sustained research projects to answer a question.</td>
</tr>
<tr>
<td>I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.</td>
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<tr>
<td>I can gather relevant information from multiple sources.</td>
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<td>I can assess the strengths and weaknesses of each source.</td>
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<tr>
<th>Writing and Grammar</th>
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<tbody>
<tr>
<td>Writing and Grammar Reteaching Worksheets</td>
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<tr>
<td>Language Handbook Worksheets</td>
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<tr>
<td>Language Handbook Answer Key</td>
</tr>
<tr>
<td>GrammarNotes Presentations</td>
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<table>
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<tr>
<th>Research</th>
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<tbody>
<tr>
<td>Citation Guide</td>
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<tr>
<td>Research and Study Skills</td>
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</tbody>
</table>
| and following a standard format for citation. | - I can integrate information into the text to maintain the flow of ideas.  
- I can avoid plagiarism and overreliance of one source.  
- I can follow a standard format.  
- I can support and defend interpretations, analyses, reflections or research with evidence found in text.  
- I can write over extended and shorter time frames for a range of tasks and purposes. |
<table>
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<tbody>
<tr>
<td>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</td>
<td>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
| 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | Speaking and Listening  
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| Speaking and Listening  
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | Speaking and Listening  
- I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly. |
| Speaking and Listening  
- I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly. | Unit Two  
| Unit Two  
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Language Skills</th>
<th>Media and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.SL.CC.2</td>
<td>Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</td>
<td>I can integrate multiple sources of information presented in diverse formats and media.</td>
<td>Teacher Resources Media and Technology</td>
</tr>
<tr>
<td>11-12.SL.CC.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
<td>I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
<td></td>
</tr>
<tr>
<td>ENGIV.WCE.11</td>
<td>Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
<td>I can conduct debate to allow all views.</td>
<td></td>
</tr>
<tr>
<td>11-12.SL.PKI.4</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</td>
<td>I can present information, findings, and evidence and convey a clear perspective.</td>
<td></td>
</tr>
</tbody>
</table>
11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<table>
<thead>
<tr>
<th>Language</th>
<th>11-12.L.CSE.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</td>
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<table>
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<tr>
<th>purpose and audience.</th>
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<tbody>
<tr>
<td>I can make strategic use of digital media in presentations to enhance interest.</td>
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<tr>
<td>I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Holt McDougal Online Literature Textbooks</th>
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</thead>
<tbody>
<tr>
<td>Teacher Resources</td>
<td>Writing and Grammar</td>
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<tr>
<td></td>
<td>Language Handbook Worksheets</td>
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<tr>
<td></td>
<td>Language Handbook Answer Key</td>
</tr>
<tr>
<td></td>
<td>GrammarNotes Presentations</td>
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<td></td>
<td>Writing and Grammar Reteaching Worksheets</td>
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<tr>
<th>Vocabulary</th>
<th>Vocabulary Practice Worksheets</th>
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<tbody>
<tr>
<td></td>
<td>Vocabulary Practice Answer Key</td>
</tr>
<tr>
<td>11-12.L.KL.3</td>
<td>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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</td>
</tr>
</tbody>
</table>

| 11-12.L.VAU.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. |

| 11-12.L.VAU.4a | Use context as a clue to the meaning of a word or a phrase. |

| 11-12.L.VAU.4b | Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. |

| 11-12.L.VAU.4c | Consult reference materials, conform to a style guide appropriate to the discipline and writing type. |

- I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style. |
- I can resolve issues of usage by consulting references. |
- I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases. |
- I can use context as a clue to the meaning of a word or phrase. |
- I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech. |
- I can consult general and

- Vocabulary Reteaching Worksheet Assessment |
- SAT/ACT Flash Cards |
both print and digital, to find the pronunciation of a word or phrase.

11-12.L.VAU.4d Use etymological patterns in spelling as clues to the meaning of a word or phrase.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- I can verify the preliminary determination of the meaning of a word or phrase.
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I can interpret figures of speech in context and analyze their role in the text.
- I can use academic and grade-appropriate words and phrases at the college and career readiness level.

specialized reference materials.

<table>
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<tr>
<th>Honors Addendum</th>
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</table>
Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English IV. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | • I can cite strong and thorough textual evidence to support analysis of a text.  
• I can make inferences and determine where the text leaves matters uncertain. | Extended Independent Reading (MINIMUM one book/quarter):  
*See Connected Great Reads for suggested titles: Holt McDougal Literature Grade 12: Unit 2, pp. 556-567*
Other texts related to the units’ key concepts may be selected with teacher approval.  
Independent reading may be assessed at the teacher’s discretion.  
Extend Workshop by having students compare and analyze at least two different productions of the same play.  
Alternative assignment: If students are unable to access two different film/stage versions of the same Shakespearean drama, then they could write their own critical review and then research to find a critical review of the same |
| 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. | • I can analyze multiple interpretations of a story, drama, or poem.  
• I can evaluate how each version interprets the source text. | |
| 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.  
a. Introduce precise claim(s).  
b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | • I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.  
• I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.  
• I can develop claim(s) and counterclaims with relevant evidence. | |
| c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. | ● I can point out strengths and limitations of both claims and counterclaims while anticipating audience's concerns, values, and biases. | play and compare the two. |
| d. Provide a concluding statement or section that follows from and supports the argument presented. | ● I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument. | |
| e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | ● I can provide a concluding statement or section that follows from and supports the argument presented. | |
| f. Establish and maintain a formal style and objective tone. | ● I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. | |
| 11-12.W.PDW.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 establish and maintain a formal style and objective tone. | |
| 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, | ● I can produce clear, coherent, organized writing. | |
| | ● I can produce a style that is appropriate to task, purpose, and audience. | |
| | ● I can develop and strengthen writing by | |

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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.)

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning planning, revising, editing, rewriting, or trying a new approach.

- I can focus on purpose and audience.

- I can use technology to produce, publish, and update writing.

- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.

- I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

- I can apply knowledge of language
or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Honors Components 1 and 5:
- Extended reading assignments that connect with specified curriculum
- Writing assignments that demonstrate a variety of modes, purposes, and styles

| (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style. |
| I can resolve issues of usage by consulting references. |

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2019 - 2020, HS, English IV, ELA, Quarter 3

Big Ideas/Key Concepts: The Restoration and the 18th Century, 1660-1798 (Unit 3)
*Tradition and Reason (Social Observers, Satirical Voices, The Age of Johnson, The Rise of Women Writers)*

Unit 3 Essential Questions of the Times:
- What can fix society's problems?
- Can science tell us how to live?
- What topics are newsworthy?
- What is a woman's role in public life?
- What draws readers to satire, and how does that help public debate?

Unit 4: The Flowering of Romanticism, 1798-1832
*Emotion and Experimentation (Revolt Against Neoclassicism, The Lake Poets, The Late Romantics)*

Unit 4 Essential Questions:
- What can people learn from nature?
- Is emotion stronger than reason? When is the ordinary extraordinary?
- How does war change our values?

<table>
<thead>
<tr>
<th>WRITING FOCUS: Argument</th>
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<tbody>
<tr>
<td><strong>Ongoing Standards and Expectations</strong></td>
</tr>
</tbody>
</table>

**Reading:**
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
- Lexile Bands for College and Career Readiness 12th grade 1185L-1335L

**Resources**
- *Holt McDougal textbook*
- *Renaissance (STAR)*
- *Achieve 3000*
- *WCS Secondary ELA Google Site*

**Writing:**
- Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.
  - 11-12.W.PDW.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.)
  - 11-12.W.PDW.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.)
  - 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

<table>
<thead>
<tr>
<th>Practice Writing Assessments:</th>
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<tbody>
<tr>
<td><strong>TCAP Part I Writing Practice</strong></td>
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</tbody>
</table>

*Holt McDougal Online Literature Textbooks*

Teacher Resources
- Research
  - Citation Guide
  - Research and Study Skills Reteaching Worksheets

*Writing Focus:* The writing focus for this nine weeks is argumentative writing. However, informational/explanatory and narrative writing should be briefly introduced through mini-writing assignments.
● 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
● 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
● 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
● 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.
● Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
● From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.
● Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
● Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
● Proofread for errors in capitalization and punctuation.
● Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
● Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

Holt Online Literature Textbooks
Teacher Resources
Writing and Grammar
● Language Handbook Worksheets
● Language Handbook Answer Key
● GrammarNotes Presentations
● Writing and Grammar Reteaching Worksheets
Big Ideas/Key Concepts: Unit 3: The Restoration and the 18th Century, 1660-1798

*Tradition and Reason (Social Observers, Satirical Voices, The Age of Johnson, The Rise of Women Writers)*

Unit 3 Essential Questions of the Times:
- What can fix society's problems?
- Can science tell us how to live?
- What topics are newsworthy?
- What is a woman's role in public life?
- What draws readers to satire, and how does that help public debate?

Unit 4: The Flowering of Romanticism, 1798-1832

*Emotion and Experimentation (Revolt Against Neoclassicism, The Lake Poets, The Late Romantics)*

Unit 4 Essential Questions:
- What can people learn from nature?
- Is emotion stronger than reason?
- When is the ordinary extraordinary?
- How does war change our values?
- Big Ideas and Key Concepts may be taught thematically and are not limited to works from the textbook.
- Teachers may incorporate additional works such as poems, modern texts, media, and/or nonfiction that enhance historical works from the textbook.

**WRITING FOCUS: Argument**

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>Reading (Literature)</strong></td>
<td><strong>I can cite strong and thorough textual evidence to support analysis of a text.</strong></td>
<td><strong>Unit Four</strong></td>
</tr>
<tr>
<td>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
<td><strong>I can make inferences and determine where the text leaves matters uncertain.</strong></td>
<td>Unit 4 Additional Resources pp. 751 A-F.</td>
</tr>
<tr>
<td>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</td>
<td><strong>I can assess the impact of ambiguities, nuances, and complexities in the text.</strong></td>
<td>Unit 4 Introduction: Questions of the Times, Historical Essay, Timeline, The Legacy of Romanticism, <em>Holt McDougal</em>, pp. 750–767; British Masterpiece from <em>Frankenstein</em>, <em>Holt McDougal</em>, pp. 858–859.</td>
</tr>
<tr>
<td><strong>Reading (Literature)</strong></td>
<td><strong>I can determine two or more themes or central ideas of a text and analyze their complex development.</strong></td>
<td>Text Analysis Workshops: Romanticism, <em>Holt McDougal</em>, pp. 796–79, Form and Meaning in Poetry, <em>Holt McDougal</em>, pp. 846–847.</td>
</tr>
<tr>
<td></td>
<td><strong>I can write an objective summary of the text.</strong></td>
<td>Selected Poetry by William Blake (poetry), <em>Holt McDougal</em>, pp. 768–777.</td>
</tr>
<tr>
<td>11-12.RL.KID.3</td>
<td>Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</td>
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<tr>
<td>ENGIV.WCE.3</td>
<td>Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks, etc.)</td>
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</tr>
<tr>
<td>11-12.RL.CS.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</td>
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<tr>
<td>ENGIV.WCE.4</td>
<td>Analyze poems that reflect British historical and literary periods, including important elements of style and structure.</td>
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<tr>
<td>11-12.RL.CS.5</td>
<td>Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</td>
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</tbody>
</table>

- I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- I can analyze how the author creates and reveals character.
- I can determine the meaning of figurative and connotative meanings of words and phrases.
- I can analyze the impact of word choices on meaning and tone.
- I can analyze poems for form and style including structure and poetic devices.
- I can analyze how an author’s choices concerning how to structure a text contribute meaning an aesthetic impact.


Reading (Literature) Additional Sources:

- [Holt McDougal Online Literature Textbooks](https://www.holtmcdougal.com)
- [Holt McDougal Literature online](https://www.holtmcdougal.com)
  - Teacher Resources
  - Literature and Reading
| ENGIV.WCE.5 Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work. | ● I can analyze and determine how the author’s life relates to the larger context of his/her work.  
  ● I can analyze point of view by determining what is directly stated and what is meant in a text.  
  ● I can analyze the characteristics of subgenres that are used in a variety of texts.  
  ● I can demonstrate how two or more texts literature from the same period treat similar themes or topics. |  
  ● I can read and comprehend grade-appropriate literature. |
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<tbody>
<tr>
<td>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</td>
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</tbody>
</table>
  ENGIV.WCE.6 Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.  
  11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics. | Reading (Informational Text)  
  11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  
  Reading (Informational Text)  
  Unit Three  
  Unit 3 Additional Resources pp. 559 A-F.  
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>11-12.RI.KID.2</td>
<td>Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</td>
</tr>
<tr>
<td>11-12.RI.KID.3</td>
<td>Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</td>
</tr>
<tr>
<td>11-12.RI.CS.4</td>
<td>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.</td>
</tr>
<tr>
<td>ENGIV.WCE.18</td>
<td>Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</td>
</tr>
<tr>
<td>ENGIV.WCE.19</td>
<td>Analyze how the author creates satire with language and structure, as well as the author’s purpose in choice of topic.</td>
</tr>
<tr>
<td>11-12.RI.CS.5</td>
<td>Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
</tr>
<tr>
<td>11-12.RI.CS.6</td>
<td>Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</td>
</tr>
<tr>
<td></td>
<td>● I can determine two or more central ideas of a text and analyze their development in the text.</td>
</tr>
<tr>
<td></td>
<td>● I can provide an objective summary of the text.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze how an author refines the meaning over the course of a text.</td>
</tr>
<tr>
<td></td>
<td>● I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.</td>
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<tr>
<td></td>
<td>● I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze how the author creates a topic by using satire with language and structure.</td>
</tr>
<tr>
<td></td>
<td>● I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.</td>
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<tr>
<td></td>
<td>● I can determine an author’s point of view in a text by examining the rhetoric.</td>
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</table>


Reading (Informational Text) Additional Sources:

Holt McDougal Online Literature Textbooks

Holt McDougal Literature online:

* Teacher Resources
* Literature and Reading
<table>
<thead>
<tr>
<th>ENGIV.WCE.7 Analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).</th>
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</thead>
<tbody>
<tr>
<td>ENGIV.WCE.8 Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.</td>
</tr>
<tr>
<td>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</td>
</tr>
<tr>
<td>ENGIV.WCE.9 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</td>
</tr>
<tr>
<td>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</td>
</tr>
<tr>
<td>• I can analyze how style and content contribute to the power of the text.</td>
</tr>
<tr>
<td>• I can analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).</td>
</tr>
<tr>
<td>• I can compare point of view, purpose, and rhetoric in two or more literary texts.</td>
</tr>
<tr>
<td>• I can explain how style and content support point of view or purpose.</td>
</tr>
<tr>
<td>• I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.</td>
</tr>
<tr>
<td>• I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).</td>
</tr>
<tr>
<td>• I can evaluate how an author...</td>
</tr>
<tr>
<td>ENGIV.WCE.14 Determine common or opposing central ideas in two or more sources, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.</td>
</tr>
<tr>
<td>11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</td>
</tr>
<tr>
<td>12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

| Writing |
| 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. |

| Writing |
| 11-12.W.TTP.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the uses evidence and reasoning to support an argument and claims in a text. |

- I can identify common opposing central ideas in two or more texts.  
- I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.  
- I can analyze a variety of documents of historical and literary significance for their themes, purposes, and rhetorical features.  
- I can read and comprehend a variety of nonfiction independently and proficiently.  

<table>
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<tr>
<th>claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</th>
<th>counterclaims, reasons, and evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.W.TTP.1b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
<td>I can develop claim(s) and counterclaims with relevant evidence.</td>
</tr>
<tr>
<td>11-12.W.TTP.1c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</td>
<td>I can point out strengths and limitations of both claims and counterclaims while anticipating audience’s concerns, values, and biases.</td>
</tr>
<tr>
<td>11-12.W.TTP.1d. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.</td>
</tr>
<tr>
<td>11-12.W.TTP.1e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>I can provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>

ENGIV.WCE.17 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

11-12.W.PDW.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.)

<table>
<thead>
<tr>
<th>Unit Four</th>
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</thead>
</table>

Additional Resources for TCAP Writing Instruction:

TCAP Part I Writing Practice

*English III and English IV TCAP Writing*

The following state passages and prompts can be used for writing assignments. Since they are designed for English III and English IV, each department should decide which prompts should be protected for each.

- EDTools Writing Tasks with Anchor Papers (Inf/ex; Arg)
- Part I Writing Assessment (Narr.)
- 19th Amendment (Inf/ex; Arg)
- Child Labor (Arg)
- Declaration of Independence (Arg)
- Huck Finn (Inf/ex)
- Mass Hysteria (Arg)
- Susan B. Anthony (Arg)
- Winter Dreams (Arg)
- Free Speech (Arg)
- Gospel of Wealth (Inf/ex)
- Newspaper (Central Idea)
- Birth Order (Point of view)
- House on the Hill (Narr)
- Intelligence (Central Idea)
- Newspaper (Author’s Purpose; Analyze Theme)
- Single Gender Classroom (Arg)
11-12.W.PDW.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.)

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- I can focus on purpose and audience.
- I can use technology to produce, publish, and update writing.
- I can conduct short and sustained research projects to answer a question.
- I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.
- I can gather relevant information from multiple sources.
- I can assess the strengths and weaknesses of each source.
- I can integrate information into the text to maintain the flow of ideas.

English IV prompts:
- A Modest Proposal (Arg) 12th
- Canterbury Tales (Inf/ex) 12th

State Writing Rubrics
- TNReady Argument Rubric-Grades 9-12
- TNReady Informational/Explanatory Rubric-Grades 9-12
- TNReady Narrative Rubric-Grades 9-12

Holt McDougal Online Literature Textbooks
Teacher Resources
- Writing and Grammar
  - Language Handbook Worksheets
  - Language Handbook Answer Key
  - GrammarNotes Presentations
  - Writing and Grammar Reteaching Worksheets

Research
- Citation Guide
- Research and Study Skills
| 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. | ● I can avoid plagiarism and overreliance of one source.  
● I can follow a standard format for citation.  
● I can support and defend interpretations, analyses, reflections or research with evidence found in text.  
● I can write over extended and shorter time frames for a range of tasks and purposes. | 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. | Speaking and Listening  
Speaking and Listening  
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.  
Speaking and Listening  
Speaking and Listening  
11-12.SL.CC.1 Initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.  
11-12.SL.CC.2 Integrate multiple sources of information presented in diverse formats and media.  
11-12.SL.CC.3 Evaluate credibility and accuracy of sources. | ● I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.  
● I can integrate multiple sources of information presented in diverse formats and media.  
● I can evaluate credibility and accuracy of sources. | Speaking and Listening  
Unit Three  
Unit Four  
Holt McDougal Online Literature Textbooks  
Teacher Resources  
Media and Technology |
| 11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | - I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  
- I can assess the stance, premises, ideas, points of emphasis and tone being used.  
- I can conduct debate to allow all views.  
- I can allow for dissenting views and compromise.  
- I can determine what additional research is required for more investigation. |  
| ENGIV.WCE.11 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. |  
| 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | - I can present information, findings, and evidence and convey a clear perspective.  
- I can organize and develop information appropriate to purpose and audience.  
- I can make strategic use of digital media in presentations to enhance interest. |  
| 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | - I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English. |  
| 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | - I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English. |
11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by

Language
- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.
- I can understand that usage is a matter of convention and can change.
- I can use conventions of Standard English capitalization, punctuation, and spelling when writing.
- I can apply knowledge of language to understand how it functions in different contexts.
- I can make effective choices for meaning of style and comprehension.
- I can consult appropriate references for guidance.
- I can apply understanding of syntax to the study of complex texts.
- I can use a variety of strategies to determine the meaning of
<table>
<thead>
<tr>
<th>Choosing flexibly from a range of strategies.</th>
<th>Unknown or multiple-meaning words and phrases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.L.VAU.4a Use context as a clue to the meaning of a word or a phrase.</td>
<td>● I can use context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
<td>● I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech.</td>
</tr>
<tr>
<td>11-12.L.VAU.4c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
<td>● I can consult general and specialized reference materials.</td>
</tr>
<tr>
<td>11-12.L.VAU.4d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</td>
<td>● I can verify the preliminary determination of the meaning of a word or phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</td>
<td>● I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>● I can use academic and grade-appropriate words and phrases at the college and career readiness level.</td>
</tr>
</tbody>
</table>
Honors Addendum

Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English IV. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.RL.CS.4</td>
<td>- I can determine the meaning of figurative and connotative meanings of words and phrases.</td>
<td>Extended Independent Reading (MINIMUM one book/quarter):</td>
</tr>
<tr>
<td></td>
<td>- I can analyze the impact of word choices on meaning and tone.</td>
<td>See Connected Great Reads for suggested titles:</td>
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<tr>
<td></td>
<td></td>
<td>Holt McDougal Literature Grade 12:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3, pp. 748-749</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4, pp. 908-909</td>
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<tr>
<td></td>
<td></td>
<td>Other texts related to the units’ key concepts may be selected with teacher approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent reading may be assessed at the teacher’s discretion.</td>
</tr>
<tr>
<td>11-12.RL.CS.6</td>
<td>- I can analyze point of view by determining what is directly stated and what is meant in a text.</td>
<td>Analyze Satire: After reading multiple texts by 17th and 18th satirists, students will conduct research to find satirical essays, articles, or media excerpts from the 20th and 21st century. Students will write an informative/explanatory essay comparing the satire of the two periods, using a minimum of three of the following as points of comparison:</td>
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<tr>
<td></td>
<td></td>
<td>- form (Horatian or Juvenalian; poetry or essay)</td>
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<tr>
<td></td>
<td></td>
<td>- language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- irony</td>
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<tr>
<td></td>
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<td>- exaggeration</td>
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</tbody>
</table>

11-12.RL.CS.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

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
meaning of a key term or terms over the course of a text.

**11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**11-12.RI.CS.6** Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

**11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

**11-12.W.TTP.2b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

**11-12.W.TTP.2c** 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.

<table>
<thead>
<tr>
<th>choices on meaning and tone.</th>
<th>choices on meaning and tone.</th>
<th>choices on meaning and tone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I can analyze the structure an author uses in an exposition or argument.</td>
<td>● I can analyze whether the structure makes points clear and engaging.</td>
<td>● I can determine an author’s point of view and / or purpose in a text.</td>
</tr>
<tr>
<td>● I can analyze how style and content contribute to effectiveness.</td>
<td>● I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.</td>
<td>● I can organize ideas to create cohesion and clarify relationships among ideas and concepts.</td>
</tr>
<tr>
<td>● I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.</td>
<td>● I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience’s knowledge of the topic.</td>
<td></td>
</tr>
</tbody>
</table>

(Note: The teacher may choose to provide examples of modern satire for students to compare.)

Extend the analysis: Students may also explain points of early satire that remain relevant today (example: overemphasis on physical beauty).
| 11-12.W.RBP.K.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. | I can support and defend interpretations, analyses, reflections or research with evidence found in literature or informational texts. |
| 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | I can initiate and participate effectively with varied partners in a range of collaborative discussions. I can build on others’ ideas and express thoughts clearly and persuasively. |
| 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. | I can integrate multiple sources of information presented in diverse media formats to make informed decisions and solve problems. I can evaluate the credibility and accuracy of sources and note discrepancies among data. |
| 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | I can make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

Honors Components 1 and 5:
- Extended reading assignments that connect with specified curriculum
- Writing assignments that demonstrate a variety of modes, purposes, and styles
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<table>
<thead>
<tr>
<th>Big Ideas/Key Concepts: The Victorians 1832-1901 (Unit 5)</th>
<th>Modern And Contemporary Literature 1901-Present (Unit 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Era of Rapid Change (The Influence of Romanticism, Realism in Fiction, Victorian Viewpoints)</td>
<td>New Ideas, New Voices (The Challenge of Modernism, The Irish Literary Renaissance, Responses to War and Colonialism, Postwar Writers, Legacy of Empire)</td>
</tr>
<tr>
<td>Unit 5 Essential Questions:</td>
<td>Unit 6 Essential Questions:</td>
</tr>
<tr>
<td>• When is progress a problem?</td>
<td>• What does it mean to be modern?</td>
</tr>
<tr>
<td>• Can values be imposed?</td>
<td>• Are we all alone?</td>
</tr>
<tr>
<td>• Is it better to escape or face reality?</td>
<td>• How important is culture?</td>
</tr>
<tr>
<td>• Why do people fear change?</td>
<td>• Why is there always war?</td>
</tr>
</tbody>
</table>

WRITING FOCUS: REVIEW Narrative, Argument, Informational/Explanatory

Ongoing Standards and Expectations

<table>
<thead>
<tr>
<th>Reading - Volume of reading is an important aspect of an effective ELA classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>• 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>• Lexile Bands for College and Career Readiness 11th grade 1185L-1385L</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Writing - Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 11-12.W.PDW.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.)</td>
</tr>
<tr>
<td>• 11-12.W.PDW.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.)</td>
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<td>• 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</td>
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<td>• 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by</td>
</tr>
</tbody>
</table>

Resources

- Holt McDougal textbook
- Renaissance (STAR)
- Achieve 3000
- WCS Secondary ELA Google Site

Practice Writing Assessments
TCAP Part I Writing Practice
Holt McDougal Online Literature Textbooks
Teacher Resources
Research
- Citation Guide
- Research and Study Skills Reteaching Worksheets
Writing Focus: All three modes of writing have been introduced and reinforced by the 4th quarter. All three modes can be reinforced through novel study, research, or multi-genre writing projects.

TCAP Part II Practice Tests
TCAP Practice Tests could be used in preparation for the CCE.
narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language: Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.

- Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
- From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.
- Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
- Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
- Select the appropriate word in frequently confused pairs.
- Choose correctly or incorrectly spelled words.
- Proofread for errors in capitalization and punctuation.
- Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
- Correctly choose verb forms in terms of tense, voice and mood for continuity.

Holt Online Literature Textbooks
Teacher Resources
Writing and Grammar
- Language Handbook Worksheets
- Language Handbook Answer Key
- GrammarNotes Presentations
- Writing and Grammar Reteaching Worksheets
Big Ideas/Key Concepts: The Victorians 1832-1901 (Unit 5)
*An Era of Rapid Change (The Influence of Romanticism, Realism in Fiction, Victorian Viewpoints)*

**Unit 5 Essential Questions:**
- When is progress a problem?
- Can values be imposed?
- Is it better to escape or face reality?
- Why do people fear change?

**Modern And Contemporary Literature 1901-Present (Unit 6)**
*New Ideas, New Voices (The Challenge of Modernism, The Irish Literary Renaissance, Responses to War and Colonialism, Postwar Writers, Legacy of Empire)*

**Unit 6 Essential Questions:**
- What does it mean to be modern?
- Are we all alone?
- How important is culture?
- Why is there always war?

**WRITING FOCUS:** REVIEW Narrative, Argument, Informational/Explanatory

<table>
<thead>
<tr>
<th>Reading (Literature)</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.RL.KID.1</td>
<td>I can cite strong and thorough textual evidence to support analysis of a text.</td>
<td>Reading (Literature)</td>
</tr>
<tr>
<td>11-12.RL.KID.2</td>
<td>I can determine two or more themes or central ideas of a text and analyze their complex development; provide a critical summary.</td>
<td>Additional Unit 5 Resources pp. 911 A-F.</td>
</tr>
</tbody>
</table>

### 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

ENGIV.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks, etc.)

### 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

ENGIV.WCE.4 Analyze poems representative of the British literary movements for form and style, including structure and poetic devices.

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<tr>
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<tbody>
<tr>
<td>- I can write an objective summary of the text.</td>
<td><strong>Unit Six</strong></td>
</tr>
<tr>
<td>- I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</td>
<td>Additional Unit 5 Resources pp. 1097 A-F.</td>
</tr>
<tr>
<td>- I can determine the meaning of figurative and connotative meanings of words and phrases.</td>
<td>British Masterpiece from Heart of Darkness, pp. 1172-1173;</td>
</tr>
<tr>
<td>- I can analyze the impact of word choices on meaning and tone.</td>
<td>from 1984, pp. 1262-1263;</td>
</tr>
<tr>
<td>- I can analyze poems for form and style including structure and poetic devices.</td>
<td>Irish Masterpieces: from Portrait of the Artist as a Young Man, pp. 1210-1211;</td>
</tr>
<tr>
<td>- I can analyze how an author’s</td>
<td></td>
</tr>
</tbody>
</table>
**11-12.RL.CS.5** Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

ENGIV.WCE.5 Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.

**11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

ENGIV.WCE.6 Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

**11-12.RL.IKI.9** Demonstrate knowledge of and choices concerning how to structure a text contribute meaning an aesthetic impact.

- I can analyze and determine how the author’s life relates to the larger context of his/her work.
- **I can analyze point of view by determining what is directly stated and what is meant in a text.**
- I can analyze the characteristics of subgenres that are used in a variety of texts.
- I can analyze multiple interpretations of a story, drama, or poem.
- I can evaluate how each version interprets the source text.
- **I can demonstrate how two or

*from Pygmalion, pp. 1226-1227;*

*from Waiting for Godot, pp. 1316-1317; Legacy Masterpiece: from Things Fall Apart, Holt McDougal, pp. 1338-1339.*

Text Analysis Workshops: Modernism, *Holt McDougal, pp. 1114-1115,*


Selected Poetry by T.S. Eliot (poetry), *Holt McDougal, pp. 1116-1125.*

“The Rocking Horse Winner” (short story), *Holt McDougal, pp. 1152-1171.*


“Araby” (short story), *Holt McDougal pp. 1198-1209.*

“Digging”/“The Horses” (poetry), *Holt McDougal, pp. 1302-1309.*

“Six Feet of the Country” (short story), *Holt McDougal, pp. 1340-135*
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<table>
<thead>
<tr>
<th>analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</th>
<th>more texts literature from the same period treat similar themes or topics.</th>
<th>Reading (Literature) Additional Sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</td>
<td>- I can read and comprehend grade-appropriate literature.</td>
<td>Holt McDougal Online Literature Textbooks</td>
</tr>
<tr>
<td><strong>Reading (Informational Text)</strong></td>
<td><strong>Reading (Informational Text)</strong></td>
<td>Holt McDougal Literature online:</td>
</tr>
<tr>
<td>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
<td>- I can cite strong and thorough textual evidence to support analysis of a text.</td>
<td>- Teacher Resources</td>
</tr>
<tr>
<td>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</td>
<td>- I can determine two or more central ideas of a text and analyze their development in the text.</td>
<td>- Literature and Reading</td>
</tr>
<tr>
<td>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</td>
<td>- I can provide an objective summary of the text.</td>
<td><strong>Reading (Informational Text)</strong></td>
</tr>
<tr>
<td><strong>Reading (Informational Text)</strong></td>
<td><strong>Reading (Informational Text)</strong></td>
<td><strong>Unit Five</strong></td>
</tr>
<tr>
<td>Evidence of Progress/The Condition of England (critical commentaries), Holt McDougal, pp. 1030-1043.</td>
<td>- I can analyze complex ideas or events and explain how they develop over the course of the text.</td>
<td><strong>Unit Six</strong></td>
</tr>
<tr>
<td>Media Study: from A History of Britain (documentary), Holt McDougal, pp. 1050-1053.</td>
<td></td>
<td>“Shooting An Elephant” (essay), Holt McDougal, pp. 1250-1261.</td>
</tr>
</tbody>
</table>
| from The Speeches, May 19, 1940 (speech), Holt | | }
**11-12.RI.CS.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.

ENGIV.WCE.18 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

ENGIV.WCE.19 Analyze how the author creates satire with language and structure, as well as the author’s purpose in choice of topic.

**11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**11-12.RI.CS.6** Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

- I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.
- I can analyze how an author refines the meaning over the course of the text.
- I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.
- I can analyze how the author creates satire with language and structure, as well as author’s purpose in choice of topic.
- I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.
- I can determine an author’s point of view in a text by examining the rhetoric.

*McDougal, pp. 1288-1296.*

Reading (Informational Text) Additional Sources:

Holt McDougal Online Literature Textbooks

Holt McDougal Literature online:
- Teacher Resources
- Literature and Reading
### 2019 - 2020, HS, English IV, ELA, Quarter 4

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGIV.WCE.7</td>
<td>Analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).</td>
</tr>
<tr>
<td>ENGIV.WCE.8</td>
<td>Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.</td>
</tr>
<tr>
<td>11-12.RI.IKI.7</td>
<td>Evaluate the topic or subject in multiple diverse formats and media.</td>
</tr>
<tr>
<td>11-12.RI.IKI.8</td>
<td>Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</td>
</tr>
<tr>
<td>11-12.RI.IKI.9</td>
<td>Analyze and evaluate a variety of documents of historical and cultural significance.</td>
</tr>
</tbody>
</table>

- I can analyze how style and content contribute to the power of the text.
- I can analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).
- I can compare point of view, purpose, and rhetoric in two or more literary texts.
- I can explain how style and content support point of view or purpose.
- I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.
- I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.

- I can analyze a variety of documents of historical and cultural significance.
thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

ENGIV.WCE.9 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Writing
11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1a. 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.

literary significance for their themes, purposes, and rhetorical features.

- I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).

- I can read and comprehend literary nonfiction.

- I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.

- I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.

Writing

Unit Five

Unit Six
Writing Workshop: Personal Narrative, Holt McDougal, pp. 1380-1389.

Additional Resources for TCAP Writing Instruction:
Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

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

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

I can develop claim(s) and counterclaims with relevant evidence.

I can point out strengths and limitations of both claims and counterclaims while anticipating audience’s concerns, values, and biases.

I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.

I can provide a concluding statement or section that follows from and supports the argument presented.

I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, TCAP Part I Writing Practice

English III and English IV TCAP Writing

The following state passages and prompts can be used for writing assignments. Since they are designed for English III and English IV, each department should decide which prompts should be protected for each.

- EDTools Writing Tasks with Anchor Papers (Inf/ex; Arg)
- Part I Writing Assessment (Narr.)
- 19th Amendment (Inf/ex; Arg)
- Child Labor (Arg)
- Declaration of Independence (Arg)
- Huck Finn (Inf/ex)
- Mass Hysteria (Arg)
- Susan B. Anthony (Arg)
- Winter Dreams (Arg)
- Free Speech (Arg)
- Gospel of Wealth (Inf/ex)
- Newspaper (Central Idea)
- Birth Order (Point of view)
- House on the Hill (Narr)
- Intelligence (Central Idea)
- Newspaper (Author’s Purpose; Analyze Theme)
- Single Gender Classroom (Arg)
**11-12.W.TTP.2a.** Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

**11-12.W.TTP.2b.** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

**11-12.W.TTP.2c.** 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.

**11-12.W.TTP.2d.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**11-12.W.TTP.2e.** Use appropriate formatting, graphics, and multimedia to aid comprehension.

**11-12.W.TTP.2f.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**organization, and analysis of context.**
- I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.
- I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.
- I can thoroughly develop a writing topic by selecting relevant facts, concrete details, quotations, or other information and examples appropriate to the audience.
- I can provide a concluding statement or section that follows from and supports the information or explanation presented.
- I can use appropriate formatting, graphics, and multimedia to aid comprehension.
- I can use precise language and vocabulary, metaphor, simile and analogy to write about a topic.

**English IV prompts:**
- Tyranny (Narr)
- Walden (Inf/ex)
- War Grade (Central Idea)

**English IV prompts:**
- A Modest Proposal (Arg) 12th
- Canterbury Tales (Inf/ex) 12th

**State Writing Rubrics**
- TNReady Argument Rubric-Grades 9-12
- TNReady Informational/Explanatory Rubric-Grades 9-12
- TNReady Narrative Rubric-Grades 9-12

**Holt McDougal Online Literature Textbooks**

**Teacher Resources**
- Writing and Grammar
  - Language Handbook Worksheets
  - Language Handbook Answer Key
  - GrammarNotes Presentations
  - Writing and Grammar Reteaching Worksheets
- Research
  - Citation Guide
  - Research and Study Skills
| 11-12.W.TTP.3 | 11-12.W.TTP.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.  
11-12.W.TTP.3b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.  
11-12.W.TTP.3c Create a smooth progression of experiences or events.  
11-12.W.TTP.3d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.  
11-12.W.TTP.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
|---|---|
|  | • I can write narratives to develop real or imagined experiences or events.  
• I can write narratives using well-chosen details and well-structured sequences.  
• I can set out a problem, situation, or observation establishing one or multiple point(s) of view.  
• I can introduce a narrator and/or characters.  
• I can use a variety of techniques to sequence events to build a particular tone and outcome.  
• I can create a smooth progression of experiences or events.  
• I can use narrative techniques like dialogue, pacing, description, reflection and multiple plot lines to convey experiences, events and/or characters.  
• I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 11-12.W.PDW.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, coherent, organized writing. ● I can produce a style that is appropriate to task, purpose, and audience. ● I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. ● I can focus on purpose and audience. ● I can use technology to produce, publish, and update writing. ● I can conduct short and sustained research projects to answer a question. ● I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate a new understanding of the |
### Subject under investigation.

11-12.W.RBP.K.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.RBP.K.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking and Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade understanding of the subject.

- I can use advanced searches.
- I can assess the strengths and weaknesses of each source.
- I can integrate information into the text to maintain the flow of ideas.
- I can avoid plagiarism and overreliance of one source.
- I can follow a standard format for citation.
- I can support and defend interpretations, analyses, reflections or research with evidence found in text.
- I can write over extended and shorter time frames for a range of tasks and purposes.

### Speaking and Listening

- I can initiate and participate effectively in discussion, build on others' ideas, and express ideas.

Unit Five
topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

clearly.

- I can integrate multiple sources of information presented in diverse formats and media.
- I can evaluate credibility and accuracy of sources.
- I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- I can assess the stance, premises, ideas, points of emphasis and tone being used.
- I can present information, findings, and evidence and convey a clear perspective.
- I can organize and develop information appropriate to purpose and audience.
- I can make strategic use of digital media in presentations to enhance interest.

Unit Six


*Holt McDougal Online Literature Textbooks*

Teacher Resources

Media and Technology
<table>
<thead>
<tr>
<th>Language 11-12.SLPKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</th>
<th>11-12.SLPKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</th>
<th>Language 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</td>
<td>● I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.</td>
<td>Language 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</td>
</tr>
<tr>
<td>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</td>
<td>● I can demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
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<tr>
<td></td>
<td>● I can understand that usage is a matter of convention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● I can use conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● I can use knowledge of punctuation to enhance sentence style.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● I can write and edit work to conform to a style guide appropriate for discipline and writing type.</td>
<td></td>
</tr>
</tbody>
</table>

Language

**Holt McDougal Online Literature Textbooks**

Teacher Resources

**Writing and Grammar**

- Language Handbook Worksheets
- Language Handbook Answer Key
- GrammarNotes Presentations
- Writing and Grammar Reteaching Worksheets

**Vocabulary**

- Vocabulary Practice Worksheets
- Vocabulary Practice Answer Key
- Vocabulary Reteaching Worksheet

Assessment

- SAT/ACT Flash Car
<table>
<thead>
<tr>
<th>11-12.L.KL.3</th>
<th>I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.L.VAU.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>11-12.L.VAU.4a</td>
<td>Use context as a clue to the meaning of a word or a phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4b</td>
<td>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4c</td>
<td>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
</tr>
<tr>
<td>11-12.L.VAU.4d</td>
<td>Use etymological patterns in spelling as clues to the meaning of a word or phrase.</td>
</tr>
</tbody>
</table>

- I can 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

- I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
- I can use context as a clue to the meaning of a word or phrase.
- I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech.
- I can consult general and specialized reference materials.
- I can verify the preliminary determination of the meaning of a word or phrase.
<table>
<thead>
<tr>
<th>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</th>
<th>● I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>● I can use academic and grade-appropriate words and phrases at the college and career readiness level.</td>
</tr>
</tbody>
</table>
Honors Addendum

Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English IV. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.W.TTP.3</td>
<td>- I can write narratives to develop real or imagined experiences or events.</td>
<td>Extended Independent Reading (MINIMUM one book/quarter):</td>
</tr>
<tr>
<td></td>
<td>- I can write narratives using well-chosen details and well-structured sequences.</td>
<td>See Connected Great Reads for suggested titles:</td>
</tr>
<tr>
<td></td>
<td>11-12.W.TTP.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</td>
<td>Holt McDougal Literature Grade 12:</td>
</tr>
<tr>
<td></td>
<td>- I can set out a problem, situation, or observation establishing one or multiple point(s) of view.</td>
<td>Unit 5, pp. 1094-1095</td>
</tr>
<tr>
<td></td>
<td>- I can introduce a narrator and/or characters.</td>
<td>Unit 6, pp. 1398-1399</td>
</tr>
<tr>
<td></td>
<td>- I can use a variety of techniques to develop experiences, events, and/or characters.</td>
<td>Other texts related to the units’ key concepts may be selected with teacher approval.</td>
</tr>
<tr>
<td></td>
<td>11-12.W.TTP.3b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</td>
<td>Independent reading may be assessed at the teacher’s discretion.</td>
</tr>
<tr>
<td></td>
<td>- I can use a variety of techniques to sequence events to build a particular</td>
<td>Writing Workshop: Personal Narrative, pp. 1380-1387. Extend workshop by having students reflect on their journey through high school. Have they achieved their personal goals? Have they identified new interests and talents? What events/experiences have influenced the student’s personal decisions about education and/or career? What</td>
</tr>
</tbody>
</table>
| 11-12.W.TTP.3d | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. | tone and outcome.  
- I can use narrative techniques like dialogue, pacing, description, reflection and multiple plot lines to convey experiences, events and/or characters.  
- I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | challenges has the student overcome? What challenges does the student anticipate in the future?  
Incorporate a multi-media project that depicts the students’ high school experience and provides a glimpse into the future they envision. |