English 101/102—Curriculum Map

Overview:

English 101 fosters the skills needed to allow students to meet the challenge of writing accurately and clearly on the college level. The emphasis is on the development of the essay, the study of essential rhetoric, and a review of grammar. The course culminates in a final portfolio. In addition, at the end of the semester, students enrolled for UCCC credit must take and pass a writing-competency test. Open only to those students who have satisfactorily completed English 101, English 102 is essentially a world literature survey course offering selections in prose, poetry, and drama. This course stresses the development of writing skills, the close reading and discussion of literary forms, the study of research methods, and the writing of a research paper, using MLA guidelines. In addition to writing a variety of analytical essays and the research paper, students will be required to take unit exams in poetry, short stories, and drama.

Insofar as this program satisfies requirements for English 12, this year-long program is structured as the culmination of the directed high school program, focusing on the interrelationship between technology, composition, literature, and speech. The course seeks to develop the students' abilities to read, write, present, listen, and think. Various genres of literature will be explored. Writing will include expository, analytical, narrative, and argumentative tasks designed to prepare students for college assignments. As they move through the year, students will continue to build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each unit are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction

9-12 ASSESSMENTS: In addition to the various essays and portfolio which are listed on the Curriculum Maps for specific months, students in English 101/102 will be assessed on a variety of assessments. Listed below are assessment tools that teachers use as a menu dependent upon student need, specific texts incorporated, and balance determined appropriate for each instructional unit:

- Close Reading Worksheets
- Collaborative Projects
- Emulations
- Essays
- Graphic Organizers & Template
- Multimedia Presentations
- Multiple Choice Exams
- Oral Presentations
- Research Assignments
- Socratic Seminars
- Writer's Notebook
- Word of the Week: daily activities, quizzes, and tests

VOCABULARY DEVELOPMENT: The MCHS English Department is committed to providing direct vocabulary instruction in each of the following ways:

- Tier 3 vocabulary is taught in conjunction with stylistic, literary, and rhetorical analysis;
- Tier 2 vocabulary is taught through content—both literature and informational texts;
- Tier 2 vocabulary is also systematically taught through our Word of the Week Program, the heart and soul of our program.

GRAMMAR & USAGE: Using methodology consistent with the teachings of William VanCleave, this course systematically provides direct instruction and reinforcement in parts of speech, sentence types, and skills identified in the CCLS Language Strand. Further, this course reinforces an understanding of the grammatical errors that interfere with readability, specifically, we strive to extricate the Big 8 errors from student writing.

RESOURCES: In addition to class texts and resources particular to specific assignments, English 101/102 consistently depend on the following resources as key to daily functioning: google drive, paragraph template, Keyhole, Course Description, turnitin.com, Purdue Owl, easybib.com, Remind, MCSD website & email. These resources will not be repeated monthly.

Time Frame	Focus	Standards	Skill Set	Assessments in addition to Common Tasks	Resources
July & August in advance of course	Preparatory Skills	RL.11-12.1 RL.11-1.4-6 RI.11-12.1, RI.11-121a RI.11-12.2-7 W.11-12.1 W.11-12.1a-e	• Close reading • Writing summary statements • Writing critique statements • Annotation	• GIST statements • Critique statements • Blogging • Board game participation • UCCC Competency Essay—Baseline	• *New York Times* Opinion Articles • Board-approved novel: i.e. *The Kite Runner* • Smartboard game
September	Introduction & Overview Paragraph Template & Keyhole	W.11-12.2 W.11-12.2a-f W.11-12.3 W.11-12.3a-f W.11-12.4-6 W.11-12. 9 SL.11-12.1 SL.11-12.1a-f SL.11-12.2-6 L.11-12.1 L.11-12.1a-b L.11-12.2 L.11-12.2a-b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a-d L.11-12.5 L.11-12.5a-b L.11-12.6	• Fundamentals of essay writing: formatting using MLA Style manual • Establishing & supporting a claim • Organization & coherence using the paragraph template & the keyhole	• College Application Essay • Claim with Support Essay w/ internal citations • UCCC Practice Competency Essay	• *New York Times* • Student & teacher written models • Essays • AP Prompts
October	Classification Writing & Titles		• Close Reading • Annotation	• Article Review essay • AP Literature & Composition essay • UCCC essay	• *New York Times* • *Evergreen*

Time Frame	Focus	Standards	Skill Set	Assessments in addition to Common Tasks	Resources
November	Introductions & Conclusions Definition Writing	RL.11-12.1 RL.11-1.4-6 RI.11-12.1, RI.11-121a RI.11-12.2-7 W.11-12.1 W.11-12.1a-e	• Close reading • Annotation • Definition	• Definition essay • Classification essay • UCCC Practice Competency Essay • UCCC Midterm Competency Test	• Student & teacher generated models • *Evergreen*
December	Analysis & Argumentation	W.11-12.2 W.11-12.2a-f W.11-12.3 W.11-12.3a-f W.11-12.4-6 W.11-12. 9 SL.11-12.1 SL.11-12.1a-f	Fundamentals of essay writing: formatting using MLA Style manual	• Argumentative essay • Critical Analysis of Independent Novel • UCCC Practice Competency Essay	• *New York Times* • Student & teacher written models • Essays • AP Prompts
January	Immersion in Writing & Portfolio Development	SL.11-12.2-6 L.11-12.1 L.11-12.1a-b L.11-12.2 L.11-12.2a-b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a-d L.11-12.5 L.11-12.5a-b L.11-12.6	• Narrative writing • Critical Perspectives • Close reading & literary analysis of poetry & fiction	• Portfolio • UCCC Final Competency Test • Critical Perspective presentation	• Student-written essays • Portfolio materials • Critical Perspective handouts • Assorted essays

Time Frame	Focus	Standards	Skill Set	Assessments in addition to Common Tasks	Resources
February	Inquiry Research & Introduction to Poetry	RL.11-12.1-7 RI.11-12.1 RI.11-12.1a RI.11-12.2-7 W.11-12.1 W.11-12.1a-e W.11-12.2 W.11-12.2a-f W.11-12.7 W.11-12.8-9 SL.11-12.1 SL.11-12.1a-f SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.1a-b L.11-12.2 L.11-12.2a-b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a-d L.11-12.5 L.11-12.5a-b L.11-12.6	• Close reading • Annotation • MLA Format • Establishing & Supporting a claim • Writing from sources • Explication • Identifying & analyzing the use of poetic devices	• Inquiry Research process • Poetic devices quiz	• Media Center Data bases • *Heath Introduction to Literature* • Online poetry
March	Inquiry Research & Poetry Analysis		• Close reading • Explication • Identifying & analyzing the use of poetic devices	• Research • Critical Analysis essay: Poetry	• *Heath* • Online poetry
April	Literary Analysis Poetry & Fiction		• Memorization & identification of poetic style & thematic content • Literary analysis	• Critical Analysis essay: novel • Unit Test: poetry • Critical Analysis: short story	• *Heath* • Board Approved Novel: i.e. *The Bluest Eye, The Awakening…*

Time Frame	Focus	Standards	Skill Set	Assessments in addition to	Resources
May	Literary Analysis & Evaluation	RL.11-12.1-7 RI.11-12.1 RI.11-12.1a RI.11-12.2-7 W.11-12.1 W.11-12.1a-e W.11-12.2	• Close reading • Annotation of literature	• Unit Test: Short Stories • Critical Analysis essay: Drama	• *Heath Introduction* • Online sources • DVD versions of plays
June	Literary Analysis & Evaluation Self-Assessment	W.11-12.2a-f W.11-12.7 W.11-12.8-9 SL.11-12.1 SL.11-12.1a-f SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.1a-b L.11-12.2 L.11-12.2a-b L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a-d L.11-12.5 L.11-12.5a-b L.11-12.6	• Literary Analysis • Self-reflection & goal setting • Claim & Support	• Culminating Essay • Unit Test: Drama • Exit Self-Assessment	• *Health Introduction* • Online sources • DVD versions of plays

STANDARDS MAP: Although the time frame for the Curriculum Map divided by month, the Standards Map is broken into marking periods. The reality is that college classes should not earn grades for marking periods 1 and 3. In a college setting, only a final grade is binding. However, since this course is taught in a high school setting, marking period grades are required. For this reason, it seems fitting that the Standards Map would correlate to the four high school marking periods.

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard	●
Addressed Standard	○

Reading for Literature

Key Ideas and Details		1st	2nd	3rd	4th
RL.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	●	●	●	●
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			●	●
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			●	●
Craft and Structure		**1st**	**2nd**	**3rd**	**4th**
RL.11-12.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	●	●	●	●
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	●	●	●	●
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	●	●	●	●
Integration of Knowledge and Ideas		**1st**	**2nd**	**3rd**	**4th**
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			●	●

RL.11-12.7.a	Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.				
RL.11-12.8	(Not applicable to literature)				
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				

Range of Reading and Level of Text Complexity		1st	2nd	3rd	4th
RL.11-12.10*	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.		*Yearlong standard.*		

Reading for Informational Text

Key Ideas and Details		1st	2nd	3rd	4th
RI.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	●	●	●	
RI.11-12.1.a*	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	●	●	●	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	●	●	●	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	●	●	●	

Craft and Structure		1st	2nd	3rd	4th
RI.11-12.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	●	●		
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	●	●		
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	●	●		

Integration of Knowledge and Ideas		1st	2nd	3rd	4th
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	●	●	●	●
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).				
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.				
Range of Reading and Level of Text Complexity		**1st**	**2nd**	**3rd**	**4th**
RI.11-12.10*	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	*Yearlong standard.*			

Writing

Text Types and Purposes		1st	2nd	3rd	4th
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.	●	●	●	
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	●	●	●	
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	●	●	●	
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	●	●	●	●
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	●	●	●	●
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●		
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	●

		1st	2nd	3rd	4th
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	●	●	●	●
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	●	●	●	●
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	●
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●	●		
W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	●	●		
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	●	●		
W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	●	●		
W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●	●		
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●	●		
W.11-12.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	●	●		
Production and Distribution of Writing		**1st**	**2nd**	**3rd**	**4th**
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●	●	●	●
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	●	●	●	●
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	●	●	●	●

Research to Build and Present Knowledge		1st	2nd	3rd	4th
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.11-12.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			●	
W.11-12.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	
W.11-12.9.a*	Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").				
W.11-12.9.b*	Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,*The Federalist*, presidential addresses]").				
Range of Writing		1st	2nd	3rd	4th
W.11-12.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		*Yearlong standard.*		

Speaking and Listening

Comprehension and Collaboration		1st	2nd	3rd	4th
SL.11-12.1*	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.	●	●	●	●
SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	●	●	●	●
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	●	●	●	●
SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	●	●	●	●

		1st	2nd	3rd	4th
SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	●	●	●	●
SL.11-12.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	●	●	●	●
SL.11-12.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	●	●		
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	●	●		
Presentation of Knowledge and Ideas		**1st**	**2nd**	**3rd**	**4th**
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	●	●	●	●
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	●	●		
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	●	●	○	●

Language

Conventions of Standard English		1st	2nd	3rd	4th
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	●	●	●	●
L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.	●	●	●	●
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●
L.11-12.2.a	Observe hyphenation conventions.	●	●	●	●
L.11-12.2.b	Spell correctly.	●	●	●	●

Knowledge of Language		1st	2nd	3rd	4th
L.11-12.3	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.	●	●	●	●
L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	●	●	●	●
Vocabulary Acquisition and Use		**1st**	**2nd**	**3rd**	**4th**
L.11-12.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	●	●	●	●
L.11-12.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	●	●	●	●
L.11-12.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	●	●	●	●
L.11-12.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	●	●	●	●
L.11-12.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	●	●	●	●
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	●	●
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	●	●	●	●
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.	●	●	●	●
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	●	●	●	●

*Standards marked with an asterisk (*) are yearlong standards included in each marking period.