

Standard Division Document
School Year 2017-2018
Course: English III

The ELA Standard Division Documents for High School English Language Arts are designed to provide teachers with a framework of the Common Core State Standards, for progression through the standards over the course of a year. The standards are divided into three six-week periods, indicating areas of Focused instruction, followed by development and mastery of the standards.

Focused standard instruction can be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be effectively taught together (e.g., RL.11-12.1 and RI.11-12.1). These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward the effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. At this point the District does not offer Benchmarks or Assessments for Grades 11-12, but this document will change if they are developed. The SDD provides a guide for what standards should be included on school-level assessments and the final Common Exams (MSLs). School-based common assessments (such as Writing and Speaking and Listening) should be collaboratively developed by departments to be used for assessing the Standards and to provide formative assessment for improving and differentiating instruction. These school-based assessments may include Performance Tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the Standards (e.g., portfolios, research projects, products and presentations).

READING LITERATURE	Pre- test	1 st 6- weeks	2 nd 6-weeks	Mid- term	3 rd 6-weeks	Final (MSL)
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RL.11-12.1	x	<p>Focused Instruction</p> <p>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.</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/Mastery</p> <p>→</p>	x
RL.11-12.2	x	<p>Focused Instruction</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/Mastery</p> <p>→</p>	x
RL.11-12.3			<p>Focused Instruction</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>		<p>Developing/ Mastery</p> <p>→</p>	x
RL.11-12.4	x	<p>Focused Instruction</p> <p>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</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/ Mastery</p> <p>→</p>	x

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		fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)				
RL.11-12.5			<p>Focused Instruction</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>		Developing/ Mastery	x
RL.11-12.6			<p>Focused Instruction</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	x	Developing/ Mastery	x
RL.11-12.7			<p>Focused Instruction</p> <p>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.)</p>	x	Developing/ Mastery	x
RL.11-12.8		N/A				
RL.11-12.9	x	<p>Focused Instruction</p> <p>Demonstrate knowledge of eighteenth-nineteenth- and early-twentieth-century</p>	<p>Developing</p> <p>→</p>	x	Developing/ Mastery	x

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		foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				
RL.11-12.10	x	Focused Instruction/ Benchmark By the end of grade 11, read and comprehend literature, including stories, dramas and poems, in the grades 11-12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Developing →	x	Developing /Mastery →	x

READING INFORMATIONAL TEXT	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final (MSL)
RI.11-12.1	x	Focused Instruction 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.	Developing →	x	Developing/Mastery →	x
RI.11-12 .2	x	Focused Instruction Determine two or more central ideas of a text and analyze their development over the course of the text, including how they	Developing →	x	Developing/Mastery →	x

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		interact and build on one another to provide a complex analysis; provide an objective summary of the text.				
RI.11-12.3			Focused Instruction 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.	x	Developing/ Mastery →	x
RI.11-12.4	x	Focused Instruction 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).	Developing →	x	Developing/ Mastery →	x
RI.11-12.5			Focused Instruction 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.	x	Developing/ Mastery →	x
RI.11-12.6	x	Focused Instruction Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content	Developing →	x	Developing/ Mastery →	x

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		contribute to the power, persuasiveness or beauty of the text.				
RI.11-12.7					Focused Instruction/ Developing/ Mastery 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.	x
RI.11-12.8			Focused Instruction 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).	x	Developing/ Mastery →	x
RI.11-12.9			Focused Instruction 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	x	Developing/ Mastery →	x

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			themes, purposes, and rhetorical features.			
RI.11-12.10	x	<p>Focused Instruction</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Developing</p> <p>→</p>		<p>Developing/ Mastery</p> <p>→</p>	x

WRITING	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final
W.11-12.1					<p>Focused Instruction/ Developing/ Mastery</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="margin-left: 20px;">a. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="margin-left: 20px;">b. Develop claims and counterclaims fairly and thoroughly,</p>	x

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					<p>supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
W.11-12.2			Focused Instruction		Developing/Mastery	

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	x		<p>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.</p> <ul style="list-style-type: none"> 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 (figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transition and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 	x	→	x
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			<p>d. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or significance of the topic).</p>			
W.11-12.3	x	<p>Focused Instruction</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/Mastery</p> <p>→</p>	x

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		<p>narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build upon 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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				
W.11-12.4		Focused Instruction	Developing		Developing/ Mastery	

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	x	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.)	→	x	→	x
W.11-12.5		Focused Instruction Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, Focused 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 here.)	Developing →	x	Developing/ Mastery →	x
W.11-12.6			Focused Instruction 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.		Developing/ Mastery →	x
W.11-12.7					Focused Instruction/Developing/ Mastery Conduct short as well as more sustained research projects to	x

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					answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
W.11-12.8			<p>Focused Instruction</p> <p>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.</p>		<p>Developing/ Mastery</p> <p>→</p>	x
W.11-12.9	x		<p>Focused Instruction</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading Standards to literature (e.g., “Demonstrate knowledge of 18th, 19th, and 20th century foundational works of American literature, including how two or more texts from</p>	x	<p>Developing/ Mastery</p> <p>→</p>	x

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			<p>the same period treat similar themes or topics.”) b. Apply <i>grades 11-12 Reading Standards</i> to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning...”).</p>			
W.11-12.10	x	<p>Focused Instruction 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.</p>	<p>Developing →</p>		<p>Developing / Mastery →</p>	x

SPEAKING AND LISTENING	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final
SL.11-12.1	x	<p>Focused Instruction 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.</p>	<p>Developing →</p>	x	<p>Developing/Mastery →</p>	x

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		<p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Focused Instruction</p> <p>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.</p> <p>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.</p>		→	
SL.11-12.2			<p>Focused Instruction</p> <p>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</p>		→	Developing/ Mastery x

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			source and noting any discrepancies among the data.			
SL.11-12.3					Focused Instruction/ Mastery 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.	x
SL.11-12.4			Focused Instruction 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.	x	Developing/ Mastery →	x
SL.11-12 .5	x	Focused Instruction Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Developing →		Developing/ Mastery →	x
SL.11-12.6	x	Focused Instruction Adapt speech to a variety of contexts and tasks demonstrating a command of formal English when indicated or	Developing →	x	Developing/ Mastery →	x

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		appropriate. (See Language Standards)				
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LANGUAGE	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final
L.11-12.1	x	<p>Focused Instruction</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p>	Developing →	x	Developing/Mastery →	x
L.11-12 .2	x	<p>Focused Instruction</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	Developing →	x	Developing/Mastery →	x
L.11-12.3					<p>Focused Instruction/ Mastery</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	x

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					<p>comprehend more fully when reading, or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
L.11-12.4	x	<p>Focused Instruction</p> <p>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.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).</p> <p>c. Consult general and specialized references, 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.</p> <p>d. Verify the preliminary determination of the meaning of a word or</p>	<p>Developing</p> <p>→</p>		<p>Developing/Mastery</p> <p>→</p>	x

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		phrase (e.g. by checking the inferred meaning in context or in a dictionary).				
L.11-12.5	x		<p>Focused Instruction</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in meaning of words with similar denotations.</p>	x	Developing/ Mastery →	x
L.11-12.6	x	<p>Focused Instruction</p> <p>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.</p>	<p>Developing</p> <p>→</p>		Developing/ Mastery →	x

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STANDARDS AT A GLANCE: English III

<i>Standards At A Glance: Focused Instruction</i>			
Strand	1 st 6-weeks	2 nd 6-weeks	3 rd 6-weeks
Reading Literature	1, 2, 4, 9, 10	3, 5, 6, 7	
Reading Informational Text	1, 2, 4, 6, 10	3, 5, 8, 9	7
Writing	3, 4, 5, 10	2, 6, 8, 9	1, 7
Speaking and Listening	1, 5, 6	1, 2, 4	3
Language	1, 2, 4, 6	5	3

<i>Standards At A Glance: ASSESSMENTS</i> (School-Level Assessments and MSLs)			
Strand	Beginning of Year Assessments (Pre-test)	Mid-term Assessments	Final (MSLs and other Assessments)
Reading Literature	1, 2, 4, 9, 10 (School-level pre-tests)	1, 2, 4, 6, 7, 10	All Standards 1-10
Reading Informational Text	1, 12, 4, 6, 10 (School-level pre-tests and assessments)	1, 2, 3, 4, 5, 6, 8, 9	All Standards 1-10
Writing	2, 3, 4, 9, 10 (School-level pre-tests)	2, 3, 4, 5, 9	All standards 1-10
Speaking and Listening	1, 5, 6 (School-level pre-tests)	1, 6	All Standards 1-6
Language	1, 2, 4, 5, 6	1, 2, 5	All Standards 1-6

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	(School-level pre-tests)		
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