



Ganado Unified School District #20

(English/ 11th Honors)

PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	Academic Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p><i>The Crucible</i> by A This unit will extend into 6 weeks. 1st week: Will cover background information. 2nd week: Read Act 1. 3rd week: Read Act 1 and Act 2. 4th week: Read Act 2. 5th week: Read Act 3. 6th week: Read Act 4</p> <p>This unit will extend into 3 weeks. Unit 1 Writing Freedom Textbook “<i>My Perspectives</i>” Grade 11.</p>	<p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-</p>	<p>Q1. How is drama different from reading other types of text? Q2. How does understanding a text’s structure help me better understand its meaning? Q3. What happens when two different belief systems collide? Q4. How can belief systems be used as tools of persuasion? Q5. Can controversial actions be justified by one’s belief system? Q6. Whose belief system should dictate the rules of society. Q7. What is the meaning of freedom?</p>	<p>Students will...</p> <ul style="list-style-type: none"> ▪ Understand how to find the main idea. ▪ Make inferences or draw conclusions based on information from text ▪ Cite evidence from text to support generalizations. ▪ Analyze the effectiveness of Miller’s use of figurative language and literary elements to enhance meaning ▪ Explain, describe, and/or analyze examples of text that support the author’s intended purpose. ▪ Monitor understanding and apply reading strategies as appropriate to increase understanding. 	<p>Literary elements Plot Structure Exposition Rising action Falling action Climax Technical-the turning point Dramatic-the point of greatest interest or excitement Resolution Denouement Types of short stories The homecoming Progressive isolation Progressive revelation The choice Elements of fiction</p>

<p><i>From the Declaration of Independence.</i> Pages 18 – 29</p> <p><i>From the Preamble of the Constitution.</i> Pages 30 – 39.</p> <p>Digital Perspective for My Perspectives:</p> <p><i>From the Iroquois Constitution</i> And <i>From Common Sense</i> By Thomas Paine</p> <p>Prestwick House Pre-AP: Readings and Exercises Chapter 6 “To the Brothers of the Choctaw Nation” by Thomas Jefferson Pages 285-300</p>	<p>meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p> <p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</p> <p>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the</p>	<p>Q8. How did the Enlightenment era change the United States?</p> 	<ul style="list-style-type: none"> ▪ Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot ▪ Identify minor and major characters ▪ Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary ▪ Use reading strategy as appropriate: ▪ Connect text to self, text to text(s), and text to world ▪ Evaluate ▪ Clarify ▪ Draw inferences from the text and use text-based evidence to support conclusions and inferences. 	<p>Plot structure (plot triangle) Conflict (external vs. internal) Foreshadowing Flashback Characterization Setting Point of view Theme Irony Verbal Situational Dramatic Tone Mood symbols Characterization Methods of characterization Character’s physical description Character’s background or personal history Character’s surroundings-room, office, etc. Character’s actions, reactions, and opinions of others Character’s speech Other character’s reactions to what the character says or does Types of characters</p>
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	<p>effectiveness of the text.</p> <p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</p> <p>11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.</p> <p>11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>11-12.RI.10 By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p> <p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.W.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</p>		<p>Flat</p> <p>Round</p> <p>Dynamic</p> <p>Static</p> <p>Stock/stereotypical</p> <p>Author's purpose</p> <p>Setting</p> <p>Time</p> <p>Place</p> <p>Social conditions</p> <p>Historical/geographical</p> <p>environmental</p> <p>Theme</p> <p>Definition</p> <p>Difference from Summary</p> <p>Moral</p> <p>Character observations</p> <p>Clues to the discovery of theme</p> <p>Title of text</p> <p>Character's qualities</p> <p>Forces affecting the character</p> <p>Setting</p> <p>Conflict and resolution</p> <p>Point of View</p> <p>First person narrator</p> <p>Main character</p> <p>Minor character or observer</p> <p>Third person</p> <p>Objective</p>
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	<p>sequences claim(s), counterclaims, reasons, and evidence.</p> <p>11-12.W.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.</p> <p>11-12.W.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.</p> <p>11-12.W.1 d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.W.1 e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			<p>Limited Omniscient Stream of consciousness</p>
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Second Quarter


This unit will extend	11-12.RL.1 Cite strong and	Q1. How do belief	Students will:	Introduction to novel
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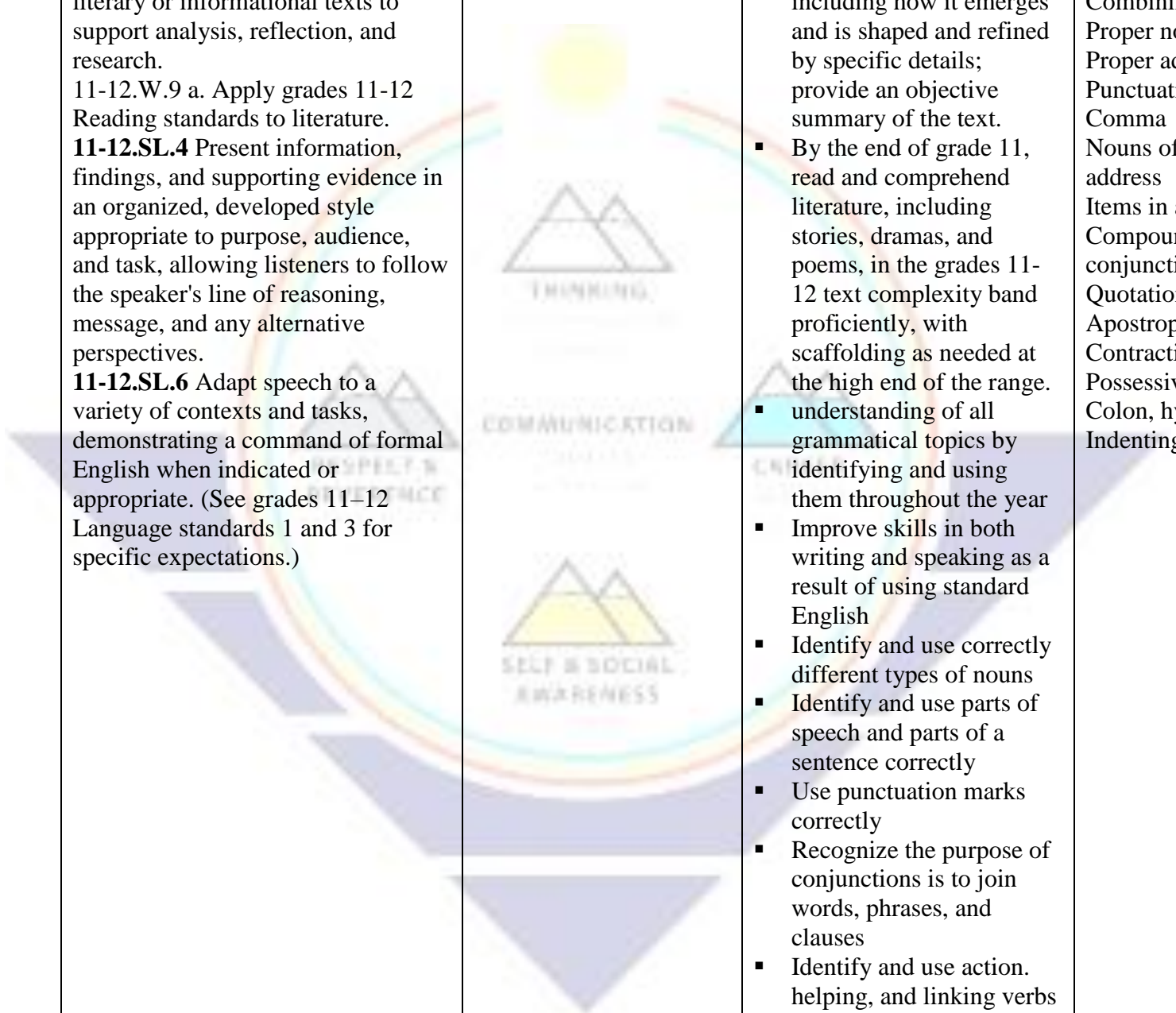
<p>into 9 weeks.</p> <p>Unit 2 The Individual and Society Textbook “<i>My Perspectives</i>” Grade 11.</p> <p>American Romanticism: 1800-1860 <i>From Nature and Self Reliance</i> by Emerson. Pages 204 – 213</p> <p>Early American Poets: Emily Dickinson and Walt Whitman</p> <p><i>From Leaves of Grass</i> By Walt Whitman Pages 152-155</p> <p><i>From Song of Myself</i> By Walt Whitman Pages 156-159.</p> <p>Prestwick House Pre-AP: Readings and Exercises</p> <p>Chapter 5 Literary Analysis “The last night she lived” by</p>	<p>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>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of</p>	<p>systems change as new generations develop their own identities? Q2. How is change a necessary part of our national identity? Q3. How does art capture the essence of a society? Q4. How do the circumstances of an artist's life influence his/her work? Q5. How does the author's style and word choice affect the purpose, meaning, and tone of writing?</p>	<ul style="list-style-type: none"> ▪ Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot ▪ Identify minor and major characters ▪ Determine author's purpose and theme(s) in a text and analyze how it is conveyed through relevant details ▪ Identify differences between first person, third person, third person limited, and third person omniscient ▪ Analyze how an author develops and contrasts the points of view of different characters and/or narrators ▪ Distinguish between first, third person point of view ▪ Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary ▪ Identify major components of plot and elements of characterization ▪ Explain the importance of a setting ▪ Identify and explain major 	<p>as a genre.</p> <p>Fiction Mystery Memoir Historical Nonfiction Elements of fiction Plot (plot triangle) Characterization Setting Genre Theme Racism Slavery Fate versus free will Related Issue: Censorship Point of view First person Third person Omniscient Limited Dialogue Tone Bias Dialect Symbolism Foreshadowing Elements of satire Irony Humor Hyperbole Understatement Foreshadowing Flashback</p>
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<p>Emily Dickenson Pages 240-252</p> <p>“On the Duty of Civil Disobedience” by Henry David Thoreau Pages 277-284</p> <p><i>from</i> Nature and Self Reliance by Ralph Waldo Emerson Page 205-214</p> <p>Realism: The Civil War to 1914</p> <p><i>From</i> “What to the Slave Is the Fourth of July” by Fredrick Douglas Pages 284-300.</p> <p><i>From</i> “Life on the Mississippi” by Mark Twain Pages 402-418</p> <p><i>From</i> “The Love Song of J. Alfred Prufrock” by T.S. Eliot Pages 238-247</p>	<p>strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).</p>		<p>themes</p> <ul style="list-style-type: none"> ▪ Use reading strategy as appropriate: ▪ Connect text to self, text to text(s), and text to world ▪ Question ▪ Predict ▪ Visualize ▪ Evaluate ▪ Clarify ▪ Compare/contrast a fictional portrayal of time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history ▪ Compare/contrast elements of fiction ▪ Draw inferences from the text and use text-based evidence to support conclusions and inferences. 	
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Third Quarter

<p>Novel <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>This unit will extend into 7 weeks.</p> <p>The Official ACT English Guide 2nd Edition</p> <p>The Official ACT Reading Guide 2nd Edition</p> <p>The Princeton Review ACT Practice Questions</p> <p>Writers Inc. Write for College: A Student Handbook.</p> <p>Language Awareness: Readings for College Writers 11th Edition.</p> <p>“I Have a Dream” By Martin Luther King Jr. Pages 275-281</p>	<p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.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.</p> <p>11-12.SL.1 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>11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and</p>	<p>Q1. How did the forces of change in the early 20th century affect America Attitude?</p> <p>Q2. How can changing social values impact individuals as well as the community at larger?</p> <p>Q3. What is the American Dream and to what extent is it achievable for all Americans?</p> <p>Q4. In what ways does the American Dream mean different things for different Americans?</p> <p>Q5. How has the American Dream changed over time?</p> <p>Q6. Is the American Dream of individuality a destructive or empowering force, or a combination of both?</p> <p>Q7. Is the American Dream still a viable element today?</p>	<p>Students will...</p> <ul style="list-style-type: none"> ▪ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Identify and analyze the function of essential short story elements in the writer’s craft (i.e., character, setting, conflict, plot, climax, resolution, theme, tone, point of view). ▪ Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot ▪ Analyze how complex characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ▪ Determine the meaning of 	<p>Reading strategies needed to decode text</p> <p>Qualities of the dramatic genre and their role in author’s purpose</p> <p>Literary elements and devices</p> <p>Allusion</p> <p>Characterization</p> <p>Figurative language</p> <p>Plot structure</p> <p>Features of drama and author’s purpose</p> <p>Dialogue between characters</p> <p>Foreshadowing</p> <p>Imagery</p> <p>Metaphor</p> <p>Bias</p> <p>Propaganda</p> <p>Purpose of allegory</p> <p>Nouns/pronouns</p> <p>Definition</p> <p>Common</p> <p>Proper</p> <p>Singular plural nouns</p> <p>Possessive</p> <p>Compound</p> <p>Adjectives/adverbs</p> <p>Definition</p> <p>Comparative</p> <p>Superlative</p> <p>Phrase</p>
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	<p>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>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.</p> <p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>11-12.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p> <p>11-12.W.9 Draw evidence from</p>		<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <ul style="list-style-type: none"> ▪ Identify minor and major characters ▪ Determine author's purpose and theme(s) in a text and analyze in detail how it is conveyed through relevant details ▪ Analyze how an author develops and contrasts the points of view of different characters and/or narrators ▪ Analyze how an author's choices concerning how to structure a text, order of events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such affects as mystery, tension, or surprise ▪ Determine a theme or central idea and analyze in detail its development over the course of a text, 	<p>Demonstrative Predicate adjective Comparative adverb Conjunctions Verbs Definition Types Action Linking State-of-being Tenses Irregular Principal parts Prepositions List Phrase Sentence parts Simple subject Simple predicate Complete subject Complete predicate Compound subject Compound predicate Understood subject Direct object Predicate nominative Predicate adjective Sentence type Simple Compound Declarative Interrogative Imperative Sentence errors Run-on Fragment</p>
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	<p>literary or informational texts to support analysis, reflection, and research.</p> <p>11-12.W.9 a. Apply grades 11-12 Reading standards to literature.</p> <p>11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.</p> <p>11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>		<p>including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"> ▪ By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. ▪ understanding of all grammatical topics by identifying and using them throughout the year ▪ Improve skills in both writing and speaking as a result of using standard English ▪ Identify and use correctly different types of nouns ▪ Identify and use parts of speech and parts of a sentence correctly ▪ Use punctuation marks correctly ▪ Recognize the purpose of conjunctions is to join words, phrases, and clauses ▪ Identify and use action, helping, and linking verbs ▪ Identify and properly use 	<p>Combining</p> <p>Proper nouns</p> <p>Proper adjectives</p> <p>Punctuation</p> <p>Comma</p> <p>Nouns of direct address</p> <p>Items in a series</p> <p>Compound sentences, conjunctions</p> <p>Quotations</p> <p>Apostrophe</p> <p>Contractions</p> <p>Possessive</p> <p>Colon, hyphen dash</p> <p>Indenting</p>
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			<p>present, past, and future tenses</p> <ul style="list-style-type: none"> Basic introduction to recognize a preposition and identify proper placement in a sentence. 	
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Fourth Quarter

<p>This unit will extend over a period of time to allow for developing, draft, editing, and completing research paper.</p> <p>Several lessons are estimated to be in a 5week period: U.S. Great Depression</p> <ol style="list-style-type: none"> 1. Topic Proposal: 5 days. 2. Outline: 1-2 weeks. 3. Rough draft: 3-4 weeks. 4. Peer editing: 1-2 weeks. 5. Final copy: 4-5 weeks. <p>Writers Inc. Write for College: A Student Handbook. Pgs. 300-472 MLA and APA</p> <p>This unit will extend over a period of 5</p>	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.W.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.</p> <p>11-12.W.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.</p> <p>11-12.W.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</p>	<p>Q1. What is the value of research? Q2. What is a research paper? Q3. Why are research papers written? Q4. What makes an effective argument? Q5. What makes a good source? Q6. How do political, social, and economic developments shape people’s lives and the whole society? Q7. How do multiple meanings and multiple worlds reflect the world of the writer? Q8. Does “reality” need to be experienced physically to b fully appreciated?</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe what a research paper is. Explain the process for writing a research paper. Critic the value and quality of individual topics for research. Develop research topics from their personal interest and analyze questions. Analyze an argument and select a side to support based upon research. Identify the differences between primary and secondary works. Identify different types of sources, e.g., websites, periodicals, book, etc. Properly cite the works of others. Properly organize and categorize components of a research paper. Support thesis statement with evidence. Elaborate on major ideas. 	<p>Ambiguity Analyze Central Idea Citation Cite Evidence Index Keyword Objective Paraphrase Periodical Plagiarism Primary Source Research Search engine Secondary source Sources Source card Subjective Summarize Supporting detail Thesis Works cited page</p>
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<p>weeks.</p> <p><i>Of Mice and Men</i> or <i>The Grapes of Wrath</i> by John Steinbeck</p>	<p>counterclaims.</p> <p>11-12.W.1 d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)</p> <p>11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11-12.W.8 Gather relevant information from multiple</p>		<ul style="list-style-type: none"> ▪ Adequately make connections between similar topics. ▪ Write a strong and coherent conclusion. ▪ Organize a bibliography for the research paper. ▪ Create an annotated bibliography. ▪ Be able to analyze all aspects of a research paper. ▪ Know errors in style and grammar and offer alternative options. ▪ Adjust/edit their writing for an appropriate audience and purpose. ▪ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Identify and analyze the function of essential short story elements in the writer’s craft (i.e., character, setting, conflict, plot, climax, resolution, theme, tone, point of view). ▪ Identify and analyze literary elements of a short story and how they interact with the setting, 	
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	<p>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>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.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.</p> <p>11-12.SL.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.</p>		<p>characters, and/or plot</p> <ul style="list-style-type: none"> Analyze how complex characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop over the course of a text, 	
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	<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> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</p> <p>11-12.RL.10 By the end of the year, proficiently and independently read</p>			
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	<p>and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p>			
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