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Each unit of the S&S will feature:

- **Unit Topics and Essential Questions**: The essential questions frame all unit activities and discussions.
- **Focus Standards**: These ELA standards are assessed on each Savvas unit test. Consider these standards when planning common formative assessments with your PLC team.
- **Power Standards**: These standards are generated from the TNReady Blueprints.
- **Academic Vocabulary**: The link is found below.
- **Writing Focus**: This correlates with the Savvas Performance-Based Assessment in each unit.
- **Performance Tasks and Assessment Options**: Refer to the WCS Pacing Guide below.

Unit 1: Writing Freedom (August 10 through September 21)

Unit Essential Questions: What is the meaning of freedom?
- **Whole Class Learning**: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three in the Declaration of Independence?
- **Small-Group Learning**: Do narratives provide strong evidence to support arguments about American freedoms?
- **Performance-Based Assessment (Argumentative Essay)**: What are the most effective tools for establishing and presenting freedom?

**Reading Informational Text**

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.

Power Standard: This standard is tested in Units 1 and 5.

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.

Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.

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.

Power Standard: This standard is tested Units 1, 2, 3, and 5.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
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Power Standard: This standard is tested in Units 1 and 3.
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. This standard is tested in Unit 1.

Writing Standards
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.1.a Introduce precise claim(s).
11-12.W.TTP.1.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.
11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.
11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.
This standard is tested in Units 1 and 5. The Unit 1 Assessment will focus on the bolded section of this standard.

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.
- Serial Comma
- Syntax and Usage
Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.
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.
Power Standard: This standard is tested in Units 1 and 4.
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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
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.
This standard is tested in Units 1, 3, 5, and 6.
11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.
This standard is tested in Units 1, 3, 5 and 6.
11-12.L.VAU.4.b  Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
This standard is tested in Units 1, 2, and 5.
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.
This standard is tested in Units 1, 3, 4, 5, and 6.

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• Power Standards- These standards are generated from the TNReady Blueprints.
• Academic Vocabulary- The link is found below.
• Writing Focus- This correlates with the Savvas Performance-Based Assessment in each unit.
• Performance Tasks and Assessment Options- Refer to the WCS Pacing Guide below.

Unit 2: The Individual and Society (September 22 through November 09)
Unit Essential Questions: What role does individualism play in American society?
• Whole Class Learning: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or both?
• Small-Group Learning: When it is difficult to march to the beat of a “different drummer” and stand on your own as an individual?
• Performance-Based Assessment (Personal Narrative): What significant incident helped me realize that I am a unique individual?

Reading Literature
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 4, 5, and 6.

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.
This standard is tested in Units 2, 3, 5 and 6.

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.
This standard is tested in Units 2 and 5.

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
This standard is tested in Unit 2.

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary
Power Standard: This standard is tested in Units 2, 3, and 4.

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.
Power Standard: This standard is tested in Units 2, 3, 4, and 5.

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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.

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.
Power Standard: This standard is tested in Units 1, 2, 3, and 5.

Writing Standards

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.
11-12.W.TTP.3.a 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.3.b 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.3.c Create a smooth progression of experiences or events.
11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12.W.TTP.3.f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12.W.TTP.3.g Use appropriate language and techniques, such as metaphor, simile, and analogy.
11-12.W.TTP.3.h Establish and maintain an appropriate style and tone.
This standard is tested in Units 2 and 6. The Unit 2 Assessment will focus on the bolded sections of this standard.
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.
This standard is tested in Unit 2.

Language
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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
This standard is tested in Units 1, 2, and 5.
11-12.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.
This standard is tested in Unit 2.

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- Power Standards- These standards are generated from the TNReady Blueprints.
- Academic Vocabulary- The link is found below.
- Writing Focus- This correlates with the Savvas Performance-Based Assessment in each unit.
• Performance Tasks and Assessment Options- Refer to the WCS Pacing Guide below.

Unit 3: Power, Protest, and Change (November 10 through January 13)
Unit Essential Questions: In what ways does the struggle for freedom change with history?
• Whole Class Learning: Did the nation achieve the goals that Douglass and Lincoln desired?
• Small-Group Learning: What were the goals of these reformers? Why did they want to achieve those goals?
• Performance-Based Assessment (Informative Essay): What motivates people to respond to the need for change?

Reading Literature
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
Power Standard: This standard is tested in Units 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.

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.
Power Standard: This standard is tested in Units 2, 3, and 4.

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.
Power Standard: This standard is tested in Units 1 and 3.
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.
Power Standard: This standard is tested in Units 2, 3, 4, and 5.
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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
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.
Power Standard: This standard is tested in Units 1, 2, 3, and 5.
11-12.RI.IK1.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
Power Standard: This standard is tested in Units 1 and 3.
Writing Standards

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.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

11-12.W.TTP.2.b 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.2.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.

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

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

11-12.W.TTP.2.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.TTP.2.g Establish and maintain a formal style and objective tone.

Power Standard: This standard is tested in Units 3 and 4. The Unit 3 Assessment will focus on the bolded section of this standard.

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.

This standard is tested in Unit 3.

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.

This standard is tested in Units 2 and 3.

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.

- Noun Phrases
- Verb Phrases
- Prepositional Phrases
- Independent and Subordinate Clauses
- Subordinating and Coordinating Conjunctions

Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.

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.

Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
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. This standard is tested in Units 1, 3, 4, and 6.

11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. This standard is tested in Units 1, 3, 5, and 6.

11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. This standard is tested in all Units 3 and 5.

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. This standard is tested in Units 1, 3, 4, 5, and 6.

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- Performance Tasks and Assessment Options- Refer to the WCS Pacing Guide below.

Unit 4: Grit and Grandeur (January 14 through February 26)

Unit Essential Questions: What is the relationship between literature and place?

- Whole Class Learning: How do American authors use regional details to make the events and themes of a narrative come to life for readers?
- Small-Group Learning: Are the texts all inspired by a childhood sense of place, or are there other sources of inspiration, whether real or symbolic?
• Performance-Based Assessment (Explanatory Essay): What makes certain places live in our memory?

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.
This standard is tested in Units 4 and 5.
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.
Power Standard: This standard is tested in Units 2, 4, 5, and 6.
11-12.RI.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.
Power Standard: This standard is tested in Units 2, 3, 4, 5, and 6.

Reading Informational Text
11-12.RI.KID.2 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.
Power Standard: This standard is tested in Units 2, 3, and 4.
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.
Power Standard: This standard is tested in Units 2, 3, 4, and 5.
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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.

Writing Standards
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.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
11-12.W.TTP.2.b 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.2.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.
11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.
11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.
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11-12.W.TTP.2.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.TTP.2.g Establish and maintain a formal style and objective tone.
Power Standard: This standard is tested in Units 3 and 4. The Unit 4 Assessment will focus on the bolded section of this standard.

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.
• Present Participle
Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.
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.
Power Standard: This standard is tested in Units 1 and 4.

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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
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. This standard is tested again in Units 1, 3, 4, and 6.
11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. This standard is tested in Units 1, 3, 4, 5, and 6.
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. This standard is tested in Units 1, 3, 4, 5, and 6.

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- Power Standards- These standards are generated from the TNReady Blueprints.
- Writing Focus- This correlates with the Savvas Performance-Based Assessment in each unit.
- Performance Tasks and Assessment Options- Refer to the WCS Pacing Guide below.

Unit 5: Facing Our Fears
Unit Essential Questions: How do we respond when challenged by fear?
- Whole Class Learning: Could any of the characters in The Crucible have done more to end the hysteria in Salem?
- Small-Group Learning: Do people usually learn from their fear?
- Performance-Based Assessment (Argumentative Essay): Is fear always a harmful emotion?

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.
This standard is tested in Units 4 and 5.
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
Power Standard: This standard is tested in Units 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 4, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.
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.
This standard is tested in Units 2 and 5.

Reading Informational Text
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. Power Standard: This standard is tested in Units 1 and 5.

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. Power Standard: This standard is tested in Units 2, 3, and 5.

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. Power Standard: This standard is tested in Units 1, 2, 3, and 5.

Writing Standards

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.1.a Introduce precise claim(s).
11-12.W.TTP.1.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.
11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.
11-12.W.TTP.1.f Establish and maintain a formal style and objective tone. This standard is tested in Units 1 and 5.

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.
- Personal Pronouns: Nominative case
- Pronouns and Antecedents
- Indefinite Pronouns
- Possessive Pronouns
- Objective Case Pronouns

Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.

11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. This standard is tested in Units 1, 3, and 5.
11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. This standard is tested in Units 2 and 5.
11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. This standard is tested in Units 3 and 5.
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.
This standard is tested in Units 1, 3, 4, 5, and 6.

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Unit 5: Facing Our Fears (March 01 through April 14)
Unit Essential Questions: How do we respond when challenged by fear?
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- Small-Group Learning: Do people usually learn from their fear?
- Performance-Based Assessment (Argumentative Essay): Is fear always a harmful emotion?

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.
This standard is tested in Units 4 and 5.
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
Power Standard: This standard is tested in Units 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.

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.
Power Standard: This standard is tested in Units 2, 4, 5, and 6.

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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.

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.
This standard is tested in Units 2 and 5.

Reading Informational Text
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.
Power Standard: This standard is tested in Units 1 and 5.

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.
Power Standard: This standard is tested in Units 2, 3, and 5.

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.
Power Standard: This standard is tested in Units 1, 2, 3, and 5.

Writing Standards
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.1.a Introduce precise claim(s).
11-12.W.TTP.1.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.
11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.
11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.
This standard is tested in Units 1 and 5.

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.
  - Personal Pronouns: Nominative case
  - Pronouns and Antecedents
  - Indefinite Pronouns
  - Possessive Pronouns
  - Objective Case Pronouns
Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.

11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.
This standard is tested in Units 1, 3, and 5.
11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
This standard is tested in Units 2 and 5.
11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
This standard is tested in Units 3 and 5.
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.
This standard is tested in Units 1, 3, 4, 5, and 6.

Williamson County Schools provides a Scope & Sequence to guide English Language Arts teachers in organizing their teaching and assessment of students on the Tennessee ELA Academic Standards.

This Scope & Sequence is developed in alignment with myPerspectives™, a standards-aligned program that includes a flexible instructional model; thematic units; multi-genre texts; integrated reading, writing, speaking and listening, and language skills instruction; and collaborative activities.

Each unit of the S&S will feature:
  - Unit Topics and Essential Questions- The essential questions frame all unit activities and discussions.
  - Focus Standards- These ELA standards are assessed on each Savvas unit test. Consider these standards when planning common formative assessments with your PLC team.
  - Power Standards- These standards are generated from the TNReady Blueprints.
  - Academic Vocabulary- The link is found below.
  - Writing Focus- This correlates with the Savvas Performance-Based Assessment in each unit.
  - Performance Tasks and Assessment Options- Refer to the WCS Pacing Guide below.
Unit 6: Ordinary Lives, Extraordinary Tales (April 15 through May 21)
Unit Essential Questions: What do stories reveal about the human condition?
• Whole Class Learning: How do stressful situations often reveal the best and worst in people?
• Small-Group Learning: Present a stream-of-conscious narrative based on this idea: The day felt as if it would never end.
• Performance-Based Assessment (Narrative): How does a fictional character or characters respond to life-changing news?

Reading Literature
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
Power Standard: This standard is tested in Units 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 4, 5, and 6.
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.
Power Standard: This standard is tested in Units 2, 3, 5, and 6.

Reading Informational 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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.

Writing Standards
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.
11-12.W.TTP.3.a 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.3.b 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.3.c Create a smooth progression of experiences or events.
11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12.W.TTP.3.f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12.W.TTP.3.g Use appropriate language and techniques, such as metaphor, simile, and analogy.
11-12.W.TTP.3.h Establish and maintain an appropriate style and tone.
This standard is tested in Units 2 and 6.

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.
• Pronouns and Antecedents
• Active and Passive Voice
Power Standard: This standard is tested in Units 1, 3, 4, 5, and 6.
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.
Power Standard: This standard is tested in Units 1, 2, 3, 4, and 6.
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.
This standard is tested in Units 1, 2, 3, 4, and 6.
11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.
This standard is tested in Units 1, 3, 5, and 6.
11-12.LVAU.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.
This standard is tested in Units 1, 3, 4, 5, and 6.
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