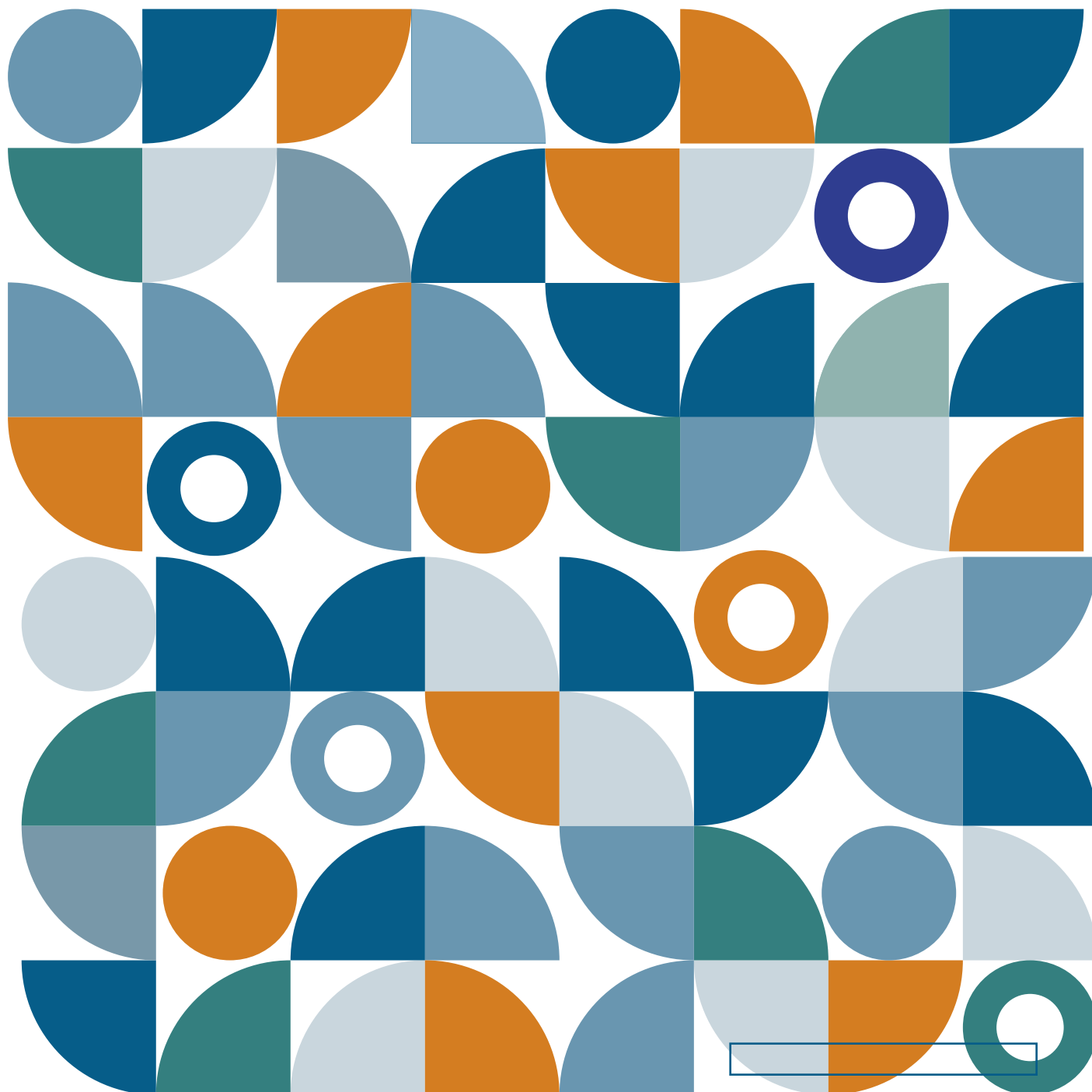


A **CORE GUIDE**
TO THE UTAH
ENGLISH LANGUAGE
ARTS (ELA)
STANDARDS

GRADES 11–12



This is a blank page.

GRADES 11–12

UTAH CORE GUIDE
for
**P–12 ENGLISH
LANGUAGE ARTS**



Teaching
and
Learning

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of
Public Instruction

<https://www.schools.utah.gov>

This is a blank page.

GRADES 11–12

SPEAKING AND LISTENING

11–12.SL.1

Strand: SPEAKING AND LISTENING (11–12.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 11–12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

CONCEPTS AND SKILLS TO MASTER

- Asking and responding to questions
- Understanding and following various protocols and/or routines for varying collaborative conversational contexts
- Generating multiple types of questions for different purposes
- Identifying and resolving contradictions in fact or judgment
- Evaluating the credibility and accuracy of evidence
- Distinguishing between factual information and opinions or interpretations
- Assessing the credibility and reliability of sources by considering factors like author expertise, source reputation, and evidence provided

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
 - b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
- **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
- **Standard 9-10.R.13:** Not applicable to RL.
Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

- d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.
- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.13:** Not applicable to RL.
Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: FUTURE GRADE LEVEL

Not applicable

ACADEMIC LANGUAGE

Discourse, dialogue, active listening, evidence, support, summarize, interpret, and explain

ASSESSMENT EXEMPLARS

- SEED Discussions—Rubrics for Active Speaking and Listening
- Reciprocal Teaching or Literature Circles—Roles for Collaborative Conversations—Predict, Question, Clarify, Summarize
- Students can engage in brief question and answer sessions following presentations given by peers. Students respond thoughtfully to audience questions and comments, clarifying, verifying, or challenging ideas as appropriate.
- Example performance assessment: Instruct students to prepare two-to-three minute responses to at least four of the questions; this will be done in a Fishbowl discussion. Explain to students these presentations cannot be a written assignment that is read aloud but should use a narrative or explanatory format to convey the most compelling and relevant aspects of their responses. *Interview Questions:* What three adjectives best describe you? What are your strengths and weaknesses? What activities do you find most rewarding? What is your favorite book? What do you want to do after graduating from college? What do you expect to be doing ten years from now? Why do you want to attend our college? What can you contribute to our college campus?
- Save the Last Word
 1. Identify a reading or video excerpt that will serve as the catalyst for this activity.
 2. Have students read or view the selected text. Ask students to highlight three sentences that particularly stood out for them and write each sentence on the front of an index card. On the back, they should write a few sentences explaining why they chose that quote—what it meant to them, reminded them of, etc. They may have connected it to something that happened to them in their own life, to a film or book they saw or read, or to something that happened in history or is happening in current events.
 3. Divide the students into groups of three, labeling one student A, one B, and the other C in each group. Invite the A students to read one of their chosen quotations to their group. Then students B and C discuss the quotation. What do they think it means? Why do they think these words might be important? To whom? After several minutes, ask the A students to read the back of their card (or to explain why they picked the quotation), thus having “the last word.” This process continues with the B students sharing and then the C students.

11–12.SL.2**Strand: SPEAKING AND LISTENING (11–12.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 11–12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.

CONCEPTS AND SKILLS TO MASTER

- Drawing well-supported conclusions
- Distinguishing between factual information and opinions or interpretations
- Assessing the credibility and reliability of sources
- Recognizing and evaluating potential discrepancies in sources
- Interpreting individual sources by examining their content, purpose, audience
- Comparing and contrasting information from different sources to identify similarities, differences, and inconsistencies
- Integrating information from multiple sources to create a comprehensive and cohesive understanding of a topic

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 9–10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and media to solve problems and make informed decisions.
- **Standard 9–10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 9–10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
- **Standard 9–10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ Standard 9-10.R.13: Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

- Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.
- Gather, assess, and synthesize information from credible sources on the topic.
 - Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Current Grade Level

- Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
- Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
- Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.
- Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

■ Standard 11-12.R.13: Not applicable to RL.

Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ Standard 11-12.W.1: Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.

- a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
- 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

■ Standard 11-12.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

- a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
- b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
- 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.
- d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.

- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Cite, delineate, evidence, support, summarize, interpret, and explain

ASSESSMENT EXEMPLARS

- **Give one, Get one:**
Students respond to an essential question. Then, students circulate the classroom and at the teacher's prompting, pair up with a partner. Each partner gives or shares one of their ideas as the other partner gets or listens and writes it down. After a couple of minutes, the teacher signals for students to find new partners and repeat the process. Debrief and reflect.
- **Comparing articles, webpages, other reference material—Evaluate articles, videos, data for reliability, credibility and accuracy. Have rubric for students.**
 - ▶ *Example guiding questions:* Who's behind the information? What's the evidence? What do other sources say?
- **SOAPStone task:**
 - ▶ **S:** What is the subject of the piece? What are the general topics or ideas contained in the text?
 - ▶ **O:** What is the occasion? What is the time, place, setting of the piece?
 - ▶ **A:** Who is the audience? To whom is the piece directed?
 - ▶ **P:** What is the purpose or reason this piece was written?
 - ▶ **S:** Who is the speaker? Who is the voice that tells the story?
 - ▶ **Tone:** What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?

11–12.SL.3**Strand: SPEAKING AND LISTENING (9–10.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.

CONCEPTS AND SKILLS TO MASTER

- Developing ability to adapt style for audience, purpose, and task
- Acquiring knowledge of formal and informal contexts
- Developing ability to determine appropriate media to enhance a presentation
- Utilizing appropriate tone, volume, and pace to engage and connect with listeners
- Selecting and using appropriate visual aids to enhance understanding and engagement
- Effectively incorporating digital media to support and clarify key points

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Use visual displays of data, including digital media, to convey information and engage the audience.
- **Standard 7-8.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Convey a clear perspective by presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.
- **Standard 9-10.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

- a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

| |
|---|
| RELATED STANDARDS: Current Grade Level |
|---|

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Analyze patterns of word changes that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about

similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
- Gather, assess, and synthesize information from credible sources on the topic.
 - Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Style, evidence, support, summarize, interpret, explain, grammar, formal context, and informal context

ASSESSMENT EXEMPLARS

- Rubric to evaluate includes speech, clarity, and media utilization
- Create an interactive presentation on a topic being studied.
Example: Multimedia research journals that are a single five-to-10 minute multimedia narrative and include elements of their individual research processes and findings. Students will present their multimedia narratives to an audience, with whom they will engage in a question and answer session following their presentation. The audience comprises their peers, community members, teachers, alumni, and/or other students as appropriate.
- OPTIC (visual text analysis) and presentation and/or discussion to peers or other audience(s):
 - ▶ **O:** Write a brief overview of the image. In one sentence, explain what this image is about.
 - ▶ **P:** List all of the parts that seem important (e.g., color, figures, textures, groupings, shadings, patterns, numbers, repetitions, etc.).
 - ▶ **T (EVIDENCE):** How does the title or text contribute to the meaning?
 - ▶ **I:** Explain the interrelationships in the image. Consider how the parts come together to create a mood or convey an idea or an argument.
 - ▶ **C (CLAIM):** Write a concluding paragraph that interprets the meaning of the image as a whole.
- Ted Talk with strategic visuals and other data to communicate key points
- Academic Language Frames—demonstrate correct use and structure of complex academic language.

READING

11–12.R.4

Strand: READING (11–12.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Using fluency including prosody, accuracy, automaticity (rate)
- Using vocabulary and syntax knowledge
- Developing knowledge of grammar, style, and conventions
- Using higher-level comprehension for students to speak and write about the knowledge gained and synthesized from text
- Utilizing text structures to support fluency and comprehension (beyond naming the structure[s] of text)

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
 - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
- **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

- a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.
- b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)
When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Analyze patterns of word changes that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes,

including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Fluency, prosody, expression, rate, accuracy, comprehension, automaticity, and intonation

ASSESSMENT EXEMPLARS

- Timed fluency passages with student's tracking their progress—use as often as needed.
 - ▶ Timed fluency passage reading days should occur within the same week.
 - ▶ Strategically select texts to build background knowledge to support comprehension of curriculum.
 - ▶ Timed fluency looks like:

| Day 1 | Day 2 |
|---|--|
| Part 1: Individuals silent read grade level passage. | Part 1: Tricky phrases and words. Partner one listens to partner two read tricky phrases and words out loud to your partner. Then, partners switch roles and repeat. |
| Part 2: First timed read. Partner one sets timer to one minute and times partner two reading out loud, marking words correct per minute. Then, partners switch roles and repeat. Each partner records their words correct per minute (WCPM) on a fluency chart for the first read. | Part 2: Last read. Partner one sets timer to one minute and times partner two reading out loud, marking words correct per minute. Then, partners switch roles and repeat. Each partner records their words correct per minute (WCPM) on a fluency chart for the first read. |
| Part 3: Comprehension and discussion. Finish reading the passage together and answer comprehension questions. Share one interesting sentence with partner. | Part 3: Comprehension and discussion. Finish reading the passage together and answer comprehension questions. |
| Part 4: Phrase-cued reading. Partner one listens to partner two read the passage out loud in phrases. Then, partners switch roles and repeat. | |

- Assessment could include a rubric with the following elements: expression and volume, phrasing, smoothness, and pace.

- Grade Level MAZE Passage is a timed three-minute silent read.
- Fluency Self Assessment—have students read a text with a partner, marking places in the text where they struggled, self-assess using the questions below, clarifying any questions with their partner, then rereading the text.
 - ☐ Were you able to read quickly and smoothly?
 - ☐ Was it easy to follow the punctuation marks?
 - ☐ Did you know when to stop, slow down or speed up, lower or raise your voice?
 - ☐ Did you understand what you read?
 - ☐ Were there any words you did not recognize?
 - ☐ Did your listener understand what you read?
 - ☐ Can you guess what will happen next in the text?

11–12.R.5**Strand: READING (11–12.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11–12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Comprehending at both a literal (surface) and deeper (inference/ text base) level to create a mental model
- Identifying and quoting specific words, phrases, and/or passages that directly support analysis
- Using evidence from the text to make logical connections
- Drawing conclusions beyond what is directly stated
- Recognizing and analyzing ambiguity in the text
- Supporting claims with evidence from the text

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.5:** Cite textual evidence to support analysis of what the text

says explicitly as well as inferences drawn from the text. (RL & RI)

- **Standard 7-8.R.5:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)
- **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)
 When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

- **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)

Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences’ experiences and interpretations. (RL & RI)
- **Standard 11-12.R.13:** Not applicable to RL.

Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.

- b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Cite, relevant, textual evidence, analysis, explicitly, inference, and ambiguity

ASSESSMENT EXEMPLARS

- Answering text-dependent questions: What is the key idea or theme of the text? What is the evidence? Where does the text leave matters uncertain or unstated? How do the parts build to a whole? Whose story or perspective is not represented?
- Dialogue or reading journal
- Rubrics or checklists used during class or group discussions evaluating the citations used.
- Use a short-response rubric to evaluate comprehension including these key indicators:
 - ▶ Inferences or claims:
 - (2) Includes valid inferences or claims from the text. Fully and directly responds to the prompt.
 - (1) Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.
 - (0) Does not address any of the requirements of the prompt or is totally inaccurate; no evidence is given.
 - ▶ Analysis:
 - (2) Includes evidence of reflection and analysis of the text.
 - (1) A mostly literal recounting of events or details from the text.
 - (0) The response is blank, no evidence given.
 - ▶ Evidence:
 - (2) Includes relevant and sufficient textual evidence to develop a response according to the requirements of the quick write
 - (1) Includes some relevant facts, definitions, concrete details, and/or other information from the text to develop an analysis of the text according to the requirements of the quick write.

(0) The response includes no evidence from the text.

11–12.R.6

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11–12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)
- When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

CONCEPTS AND SKILLS TO MASTER

- Identifying two or more themes or main ideas
- Explaining and analyzing themes or main ideas
- Understanding how themes or main ideas are introduced, explored, and evolve throughout a text
- Demonstrating analysis of textual evidence; citing specific phrases, sentences and passages to support analysis of themes or main ideas
- Providing a concise and impartial summary of multiple text's themes (RL)
- Combining information from multiple texts to create a cohesive and unbiased summary (RI)
- Analyzing multiple texts on the same theme or topic
- Using relevant and accurate textual evidence to support an interpretation or summary

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.6:** When reading texts, including those from diverse cultures, determine the theme, how characters respond to

conflict or how the speaker reflects upon a topic, and summarize the text. (RL)

When reading texts, including those from diverse cultures, determine the main idea of a text, explain how they are supported by key details and summarize the text. (RI)

■ **Standard 7-8.R.6:**

When reading texts, including those from diverse cultures, determine a theme, analyze its development including its relationship to the characters, settings, and plot, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine the main idea, analyze its relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.6:**

When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.

c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and

note any discrepancies among the data in order to make informed decisions.

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)
Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)
Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

- b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
- 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
- a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Diverse, theme, analyze, develop, objective summary, objective synthesis, textual evidence, main ideas, and supporting ideas

ASSESSMENT EXEMPLARS

- Written response to a prompt about identifying and analyzing two or more themes (RL) or two or more main ideas and details (RI) in a paired/curated selection of texts.

Example prompts: Does money buy happiness? How does power corrupt?

- Oral response or partner or small group discussion describing how details support a theme or main idea.

Example text dependent questions to use: Which details support the key idea? Look for the: Who? What? When? Where? Why? How much? How many? How did the author develop the argument, explanation, or narrative? What role do the individual paragraphs, sentences, phrases, or words play? How does organization contribute to meaning? Why do authors begin and end when they do?

- Objective summary of a text or portions of a text

Example One-Sentence Summary Frames: Summarize the main ideas and vital details in one sentence.

Here are five different types of frames to use:

- ▶ Description: “A ____ is a kind of ____ that ...”
 - ▶ Sequence: “____ begins with ... continues with ... and ends with ...”
 - ▶ Compare-Contrast: “____ and ____ are similar because they both ... but they are different because ... while ...”
 - ▶ Cause-Effect: “____ happens because ...”
 - ▶ Problem-Solution: “____ wanted ... but ... and so ...”
- Objective synthesis showing the connection between two or more texts
- Example:* Identify the most valuable idea in a text. Use this idea to connect to another resource. Write down The Most Valuable Idea. It can be, but isn’t always, the main idea of the article. Ask “Why is this resource important? What is the most valuable idea I took away from it?” Find another resource that connects to the idea. Review resources explored earlier in other texts read in class. Write down how the second article or resource connects to the Most Valuable Idea. Briefly explain rationale around the connection to the second resource and why it was chosen.

11–12.R.7

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11–12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)

Analyze how the author develops a text through an

analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)

CONCEPTS AND SKILLS TO MASTER

- Understanding character development (e.g., how characters, evolve, change, or remain consistent throughout a text)
- Analyzing complex or dynamic characters
- Analyzing text (i.e., identify key components, main arguments, and overall structure) (RI)
- Understanding character interaction and its impact on plot or theme
- Identifying and analyzing theme development (RL)
- Analyzing an author’s analysis or argument (RI)
- Identifying evidence and examples an author uses
- Understanding text structure and its importance in the development of an analysis or argument (RI)
- Explaining relationships and connections between ideas presented in the text (RI)

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.7:** Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)
- **Standard 7-8.R.7:** Analyze the impact of character and plot development on the overall story or drama.
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. (RI)
- **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)
Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.

- d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.
- a. Engage and orient the reader by describing a complex problem, situation, or observation.
 - b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
 - c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
 - d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Analyze, plot elements, dialogue, propel, connections, distinctions, comparisons, analogies, categories, argument, and sequence

ASSESSMENT EXEMPLARS

- Analyze interactions between plot elements and character dialogue in an oral or written format. (RL) *Example text dependent questions:* What actions take place in the text? Can you explain how these actions are sequenced and supported by character dialogue?
- Analyze connections and distinctions between individuals, ideas, or events in an oral or written format. (RI) *Example text dependent questions:* What role do the individual paragraphs, sentences, phrases, or words play? How does organization contribute to meaning? How did the author develop the argument, explanation, or narrative? Are there any shifts or patterns in the writing? Look for signal words and phrases. How do the parts build to a whole?
- Compare (orally, on a graphic organizer, or written response) relationships of plot elements and dialogue of characters. (RL)

- Create a written, oral, or digital timeline and explain.
- Explain events, procedures, ideas, or concepts as dictated by a task/prompt in an oral, written or digital format (RI). *Example Text Dependent Questions:* What was the quality of the evidence? If data were presented, how was that done? If any visual texts (e.g., diagrams, tables, illustrations) were presented, how was that done?

11-12.R.8

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Understanding denotative and connotative meanings of words and phrases
- Recognizing that words may have multiple meanings and their meaning may change based on context or use
- Identifying and analyzing figurative language (e.g., tropes, schemes)
- Identifying and analyzing figures of speech (e.g., simile, metaphor, personification, idiom, metonymy, synecdoche, oxymoron, etc.)
- Domain-specific vocabulary knowledge dependent on text under study
- Syntactic knowledge
- Understanding historical, cultural, regional, and genre-specific language variations and their influence on texts
- Understanding that language choices affect an audience's perception of a text(s)
- Recognizing variations from standard English in writing or speaking

(Continued)

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings within a text. (RL & RI)
- **Standard 7-8.R.8:** Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)
- **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Analyze patterns of word changes that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.
- **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that

logically sequences claims, counterclaims, reasons, and evidence.

- b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
- 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.
 - a. Engage and orient the reader by describing a complex problem, situation, or observation.
 - b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
 - c. Apply narrative techniques, such as dialogue, pacing,

description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.

- d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.

- a. Gather, assess, and synthesize information from credible sources on the topic.
- b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Tone, mood, figurative language, figures of speech, connotative, denotative, genre, domain-specific vocabulary, language variation, and dialect

ASSESSMENT EXEMPLARS

- Multigenre glossaries
- Text Dependent Questions focused on language use
Examples: Does the meaning of words go beyond the denoted meaning? What is the connotative meaning of the words? When is figurative language used and to what effect? How can meaning be altered by changing key words? Why would the author choose one word over another?
- Semantic feature analysis
 - ▶ Select a category or topic.
 - ▶ Provide students with key vocabulary words and important features related to the topic.
 - ▶ List vocabulary words down the left-hand column.
 - ▶ List features of the topic across the top row of the chart.
 - ▶ Have students place a plus sign "+" in the matrix when a vocabulary word aligns, and a minus sign "-" in the grid if it doesn't.

- ▶ Complete and analyze the grid and have students discuss their observations, predictions, and connections.
- Poetry portfolio
- Synonymous Gradients—involves organizing words on a thermometer to highlight the changes in shades of meaning for related words.

11–12.R.9**Strand: READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Analyze patterns of word changes that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.

CONCEPTS AND SKILLS TO MASTER

- Developing knowledge and ability to use a variety of vocabulary strategies to determine and clarify words and phrases
- Understanding morphology and how to use word parts analysis
- Recognizing words that have multiple meanings based on the text's context
- Analyzing how words change based on inflectional and derivational processes
- Acquiring knowledge of parts of speech and their function
- Understanding etymology—Greek or Latin affixes and roots
- Developing an ability to flexibly choose from a variety of reference materials (e.g., dictionaries, context-specific references, thesauruses, etymology guides, etc.) appropriate to the task

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.9:** Determine or clarify the meaning of unknown and

multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

- a. Consistently use context as a clue to the meaning of a word or phrase.
- b. Consistently use Greek or Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

- **Standard 7-8.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Determine and consult appropriate reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

- **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
 - a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

| |
|---|
| RELATED STANDARDS: Current Grade Level |
|---|

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
- Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
- Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
 - Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.

- a. Engage and orient the reader by describing a complex problem, situation, or observation.
- b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
- c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
- d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
- a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Parts of speech, reference materials, pronunciation, precise, etymology, affix, and root

ASSESSMENT EXEMPLARS

- Use reference materials with morphemic clues organizer. Columns can include: vocabulary word, prefix, root, suffix, possible meaning and reasoning, and dictionary definition.
- Semantic Word Web
- Effectively use targeted vocabulary in authentic writing prompts that connect to content.
- Group conversation to identify and discuss word meanings or parts, word sorts with affixes.

11–12.R.10**Strand: READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11–12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Identifying structures and understanding how organizational structures are used in different texts (e.g., chronological, cause-effect, problem-solution, etc.)
- Evaluating effective structures across texts
- Comparitively analyzing structures and their impact on the audience
- Assessing strengths and weaknesses of text structures across texts

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.RL.10:** Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL)
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)
- **Standard 6.R.12:** Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)
- **Standard 7–8.R.10:** Analyze the structure an author uses to organize a text, and how it contributes to the text meaning. (RL & RI)
- **Standard 7–8.R.12:** Compare a text to another text in a different medium about the same topic and evaluate the impact of the differences on the audience. (RL & RI)
- **Standard 9–10.R.6:** When reading texts, including those from diverse cultures, determine a theme, analyze its development in

detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

- **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.
- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
- **Standard 11-12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences' experiences and interpretations. (RL & RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.

- a. Engage and orient the reader by describing a complex problem, situation, or observation.
- b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
- c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
- d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Analyze, evaluate, text structure, exposition, argument, and narrative

ASSESSMENT EXEMPLARS

- Compare or contrast text structure graphic organizer used to analyze and evaluate text structures.
- Identify and analyze text structures used in a given text or texts.
Examples of text dependent questions: What structure does each author use? How does the use of text structure help to understand the author's ideas or the meaning of the text? How is the structure similar in each text? How is it different? How do these similarities and difference help to understand each text better? Cite evidence to support the analysis.
- Have students produce short writing samples using the text structures in different genres of writing and supply reflections on why each was or wasn't effective at achieving a specific goal or purpose.

11–12.R.11**Strand: READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Providing a literary analysis by examining and interpreting a collective body of work to understand underlying themes and messages
- Defining "collective body of work"
- Understanding an author's context—historical, cultural, and social within a given time period
- Identifying and understanding an author's identity or background and its influence on writing style, themes, and perspective
- Analyzing a knowledge of authorial purpose and intent
- Developing an ability to differentiate between implicit and explicit messages
- Recognizing perspectives and cultures in a collective body of work

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.11:** Explain how an author's perspective develops the point of view of the narrator or speaker in multiple texts. (RL)
Analyze how the author distinguishes a perspective and/or position from that of others. (RI)
- **Standard 7-8.R.11:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text and how this creates a variety of effects (e.g., humor, sadness, suspense. (RL)
Determine an author's point of view or purpose in a text and analyze how the author distinguishes their position from that of others and responds to conflicting evidence or viewpoints. (RI)
- **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and

role-taking; resolve claims and evidence.

- b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
- c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

■ **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

■ **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot, or development of the theme. (RL)

Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)

■ **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.
- a. Engage and orient the reader by describing a complex problem, situation, or observation.
 - b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
 - c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
 - d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Geographic location, perspective, point of view, purpose, implicit, explicit, and context

ASSESSMENT EXEMPLARS

- Reciprocal teaching with information articles, short fiction, poetry, etc. all from the same author
- Provide a written or oral analysis of a collection of texts under study.
Example: Part A or Part B Writing Assessment (can be converted into a multi-modal or multigenre prompt)
 - ▶ Part A. Select two or more of the texts studied and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
 - ▶ Part B. Write a one- to two-page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the texts or an experience of one of the characters.
- Brief written or oral responses to questions focused on how the author unfolds events or ideas, develops and refines a central idea, or advances their purpose in a collection of texts they've authored. This may also include the development of factual, interpretive, and evaluative questions for further

exploration of research topics and pre-searches to narrow down selected areas of investigation.

11–12.R.12

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11–12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences' experiences and interpretations. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Analyzing media—critical analysis of different forms of media (e.g., written texts, visual art, audio recordings, videos, etc.)
- Comprehending subject and content
- Comparing and contrasting skills
- Recognizing details that are emphasized, altered, or absent
- Identifying details, evidence, or examples in two or more mediums
- Understanding the influence of details on an audience's experience or interpretation (e.g., emotional response, engagement, understanding, etc.)
- Understanding media techniques and features for the content or subject being analyzed

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.12:** Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)
- **Standard 7–8.R.12:** Compare a text to another text in a different medium about the same topic and evaluate the impact of the differences on the audience. (RL & RI)
- **Standard 9–10.R.12:** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the

advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)
Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
- a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Compare, medium, portrayal, analyze, evaluate, audience experience, and audience interpretation

ASSESSMENT EXEMPLARS

- Compare or Contrast Graphic organizer to look at two texts from different mediums.
- Written or oral comparison of at least two texts from different mediums
- A basic assessment structure could be: First, read this text _____, then watch or listen to a filmed or audio interpretation of the text and provide an evaluation about how each version interprets the source text and the resulting effect it has on the audience.
- SEED Discussion
 - ▶ Teacher assigns roles: Leader, Manager, Checker, Communicator.
 - ▶ Teachers begin by providing each student with the reading material and a set of questions about the assigned reading. These questions will guide students as they target possible “seeds” for discussion.

Examples of such questions might include: What new information does the reading selection provide? What did you find interesting or surprising about the selection? What did you not understand in the selection?

- ▶ The next step is to provide students with an opportunity to write and refine their target “seeds.” Students meet in their groups and assume their assigned roles. Students begin the discussion by presenting their “seeds” to one another. Each “seed” should be discussed by all group members before moving on to the next.
- ▶ Teachers should ask students to determine the strongest and weakest “seeds.” This discussion should include criteria for deciding upon quality “seed” ideas. Students can then use those criteria when developing “seeds” for their next discussion.

11–12.R.13

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 11–12.R.13:** Not applicable to RL.

Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

CONCEPTS AND SKILLS TO MASTER

- Analyzing main arguments and specific claims in a text
- Understanding and distinguishing between claims and evidence
- Recognizing validity in arguments and logical soundness
- Identifying and understanding fallacies
- Evaluating evidence presented, based on relevance and sufficiency, to support claims
- Understanding purpose and the use of counterarguments
- Recognizing irrelevant evidence and understand its influence on perspectives in texts

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.R.13:** Not applicable to RL.

Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI)"

■ **Standard 7-8.R.13:** Not applicable to RL.

Evaluate an argument and specific claims in a text, assessing the validity of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

■ **Standard 9-10.R.13:** Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.

c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.

■ **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

■ **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.

- b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Delineate, evaluate, argument, claims, validity, fallacy, evidence, relevant, sufficient, and irrelevant

ASSESSMENT EXEMPLARS

- Tracing an Argument Graphic organizer to delineate and evaluate an argument
- Article annotation with assessment of claims and evidence using text-dependent questions
Examples: What is your opinion about the text? What evidence do you have to support your opinion? Which forms of rhetoric are used? To what effect? What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience or perspective? What questions does the text leave unanswered or unexamined that may be worthy of being researched?
- Argument analysis
Example questions for students to consider: What evidence is given? What conclusions are made? What assumptions (likely not stated) are made? What outcomes (perhaps not stated) would necessarily follow from the author's argument? What leaps are being made from one point of logic to another? Are logical flaws evident?
- SOAPStone task
 - ▶ **S:** What is the subject of the piece? What are the general topics/ ideas in the piece?
 - ▶ **O:** What is the occasion? What is the time, place, setting of the piece?
 - ▶ **A:** Who is the audience? To whom is the piece directed?
 - ▶ **P:** What is the purpose or reason this piece was written/ created?
 - ▶ **S:** Who is the speaker? Who is the voice that tells the story?
 - ▶ **Tone:** What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?

11–12.R.14**Strand: READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. **Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)
Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

CONCEPTS AND SKILLS TO MASTER

- Understanding the concept of literary significance
- Identifying and understanding purposes of texts
- Developing knowledge of rhetorical features
- Recognizing and explaining stylistic or rhetorical choices of an author (e.g., literary devices, figurative language, narrative techniques, rhetorical devices or strategies, etc.)
- Understanding historical context
- Identifying and analyzing themes and main ideas
- Understanding cultural significance of a text
- Determining and interpreting relevance for current audiences (RI)

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.14:** Compare texts across different media or genres in terms of their approaches to similar themes and topics. (RL)
Compare one author's presentation of events with that of another. (RI)
- **Standard 7-8.R.14:** Compare two or more works of fiction with similar themes or topics, drawing on patterns of events or character types. (RL)
Compare how two or more texts about the same topic

shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

- **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

| |
|---|
| RELATED STANDARDS: Current Grade Level |
|---|

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

- **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences' experiences and interpretations. (RL & RI)
- **Standard 11-12.R.13:** Not applicable to RL.
Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which

precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.

- b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
- 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.
- d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Theme, style, interpretation, literary significance, rhetorical features, cultural significance, conflict, relevance, and purpose

ASSESSMENT EXEMPLARS

- Analysis through the lens of a school of literary criticism appropriate to text, task, and learning intention
- Portfolio of short, evidence-based responses examining two or more texts of literary or cultural significance
 - Example of a prompt to use:*
 - ▶ Compare the approaches the authors take in developing a similar or related idea.
 - ▶ Discuss how each author uses at least one of the following to develop the related or similar main idea: word choice, rhetoric, point of view, or purpose.

- ▶ Use evidence from the text to support and connect ideas.
- Develop and produce an extended evidence-based argument from a text to discuss with a partner, small group or share out in a larger discussion setting.

Example prompts:

- ▶ Think about the key ideals of the United States today, such as equality, self-sufficiency, individuality, and so on.
- ▶ Focus on one ideal and choose a text that best embodies the ideal.
- ▶ Argue why your chosen text is the best embodiment of the ideal, and explain why the text matters today.
- ▶ Support your statements about contemporary American society with outside research.
- ▶ Cite evidence from your chosen text in your response.

WRITING

11–12.W.1

Strand: WRITING (9–10.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
 - 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

- Comprehending and analyzing complex texts and topics
- Developing a knowledge of argument writing and understanding of the different purposes
- Using logical reasoning and critical thinking to develop and support arguments
- Crafting clear and concise claims and distinguishing them from alternate or opposing claims
- Sequencing claims, counterclaims, reasons, and evidence in a logical and coherent manner
- Selecting and using an effective organizational structure for the argument being crafted
- Identifying, evaluating, and verifying accurate credible sources

- Discerning strengths and limitations of credible sources
- Anticipating potential counterarguments and how to address them accordingly
- Using words, phrases, and clauses to link major sections
- Establishing transitions between sections to create text cohesion
- Applying appropriate grammar, punctuation, and sentence structure to fit the purpose, task, and audience
- Considering the audience to adapt style

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.
 - a. Introduce claims supported by evidence from credible sources, and create an organizational structure in which claims are logically grouped to support the writer's purpose.
 - b. Use words, phrases, and clauses to clarify the relationships among claims and evidence.
 - c. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 7-8.W.1:** Write arguments to support claims with logical reasoning, relevant evidence from accurate and credible sources, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
 - c. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.
 - a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

- b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)

Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)

■ **Standard 11-12.R.13:** Not applicable to RL.

Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

■ **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.

- a. Gather, assess, and synthesize information from credible sources on the topic.
- b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Claims, analysis, logical reasoning, evidence, distinguish, alternate, counterclaim, accurate, credible, limitations, cohesion, syntax, and style

ASSESSMENT EXEMPLARS

- UEN Writing Collection Project—use model exemplars and rubrics from prompts available.
- Develop and produce an extended evidence-based argument from a text.

Example prompt:

How do leaders rise up and guide others?

Select an issue in today's society that is causing conflict in your own life or among groups of people. Rely on the text(s) studied and evidence gathered to write an evidence-based argument paper. In crafting the paper, include a

precise central claim that is derived from research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from identified sources, distinguishing claims from alternate and opposing claims. Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use checklists and rubrics, and previous versions of the argument paper with peer comments to guide the creation of the final draft.

- Write a speech on a topic of interest. *Example prompts:* Do memes make the internet a better place? Should kids be social media influencers? Does grammar still matter? Should college be free?

11-12.W.2

Strand: WRITING (11-12.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
 - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

- Developing an understanding of informative or explanatory writing purposes and structures
- Selecting and organizing information into an appropriate text structure

- Utilizing formatting techniques (e.g., headings, subheadings, bullet points, lists) strategically
- Introducing a topic in a clear and engaging manner
- Conveying complex ideas and information to an intended audience
- Using relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language to provide comprehensive coverage of the selected subject matter
- Developing a conclusion that supports the information or explanation presented
- Incorporating graphics and multimedia elements as appropriate to support and enhance the text
- Employing appropriate, varied transitions and syntax to clarify relationships among complex ideas
- Demonstrating a command of precise language and content-specific vocabulary
- Understanding and applying appropriate conventions and grammar for purpose, task, and audience

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.W.2:** Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and content-specific vocabulary to inform about or explain the topic.
 - e. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 7-8.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information through the selection, organization, and analysis of relevant content, and provide a conclusion that supports the information or explanation presented.

- a. Introduce a topic, previewing what is to follow; organize ideas and information into broader categories; utilize formatting, graphics, and multimedia related to the topic.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
- d. Use precise language and content-specific vocabulary to inform about or explain the topic.
- e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
- a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
 - b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
 - d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task

| |
|---|
| RELATED STANDARDS: Current Grade Level |
|---|

- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

- a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)
When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
 - a. Analyze patterns of word changes that indicate different meanings or parts of speech.
 - b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

RELATED STANDARDS: Future Grade

Not applicable

ACADEMIC LANGUAGE

Convey, analysis, distinction, relevant facts, extended definition, concrete details, cohesion, precise, and clarify

ASSESSMENT EXEMPLARS
■ Informative extended response (multi paragraph)

Example prompt: What role do art and culture have in bringing awareness to social issues?

- ▶ Choose one to two artists or writers (from the targeted historical time period), from the texts studied in class (or provided).
- ▶ Formulate a position on how the subjects' work contributed to gaining greater visibility in mainstream culture, how it impacted society, or how their life experiences impacted their work.
- ▶ Then, write a multi-paragraph response, using textual evidence and source material to support the ideas.

■ Infographic

Example prompts: Create an infographic to explain how to do a complex task (e.g., fix an engine, cut or style hair) or to showcase the evolution of hip-hop or other literary trends.

■ Mock PSA

Example: Create a 30-second PSA that contains all the key messages and information in under 90 words. Include a strong hook at the opening and a compelling call to action at the end.

11–12.W.3
Strand: WRITING (9–10.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.
 - a. Engage and orient the reader by describing a complex problem, situation, or observation.

- b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.
- c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
- d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

- Developing real or imagined experiences or events
- Developing well-structured event sequences by organizing events in a logical order
- Describing a problem, situation, or observation to engage the intended audience
- Establishing and developing one or more points of view to move the plot and/or develop character(s)
- Applying narrative techniques such as pacing, description, reflection, flashback, and dialogue to create and develop multi-dimensional characters and well-structured event sequences
- Understanding mood and tone and selecting precise language in order to develop it appropriately to the purpose, task, and audience
- Selecting conventions and style that are appropriate to and enhance the chosen narrative structure
- Creating a resolution that provides closure for the reader or audience and aligns with the narrative's purpose or central theme

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.
- e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 7-8.W.3:**

Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, descriptive details, and provide a logical resolution.

- a. Engage and orient the reader by describing a problem, situation, or observation.
- b. Introduce a setting, narrator and/or characters.
- c. Apply narrative techniques, such as dialogue and description, to develop characters and well-structured event sequences.
- d. Utilize descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.3:**

Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

- a. Engage and orient the reader by describing a problem, situation, or observation.
- b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
- c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
- d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
- e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Current Grade Level

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)
 When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

- **Standard 11-12 R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot, or development of the theme.(RL)
 Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)

- **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes,

including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)

- **Standard 11-12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)

RELATED STANDARDS: Future Grade Level

Not applicable

ACADEMIC LANGUAGE

Technique, sequences, resolution, closure, orient, points of view, dialogue, plot lines, syntax, mood, tone, narrative, and pacing

ASSESSMENT EXEMPLARS

- College Admission prompts

Examples: Students respond to one of three prompts given.

1. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.
2. Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

- This I Believe essay prompts

- Flash Fiction or Tiny Memoirs (100 word narratives)

Prompt: What story from your life can you tell in 100 words?

- Fictional narrative

Prompt example: Evaluate with a rubric. Choose your favorite fictional character from any fairy tale or superhero story and write an alternate story for that character.

11-12.W.4

Strand: WRITING (9–10.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.

- b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

CONCEPTS AND SKILLS TO MASTER

- Developing research skills by using various sources to conduct research
- Formulating a focused research question
- Gathering, evaluating, and assessing sources for credibility, reliability, and relevance
- Combining information from multiple sources to develop a comprehensive understanding of the topic
- Organizing evidence and ideas appropriate to purpose, task, and audience
- Understanding and avoiding plagiarism
- Understanding and using a standard format for citations throughout the project to ensure academic integrity
- Quoting and paraphrasing to integrate information from sources to maintain academic integrity
- Engaging in collaborative sessions with peers, instructors, or experts to gather insights, feedback, and perspectives
- Engaging in revision and editing with instructors and peers to enhance and refine projects

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.W.4:** Conduct short research projects to craft an argument or answer a question.
 - a. Gather, synthesize, and use information from credible sources on the topic.
 - b. Generate ideas to demonstrate understanding of the topic under investigation.
 - c. Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.
 - d. Interact and collaborate with others throughout the writing process.
- **Standard 7-8.W.4:** Conduct short research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and use information from credible sources on the topic.

- b. Generate ideas to demonstrate understanding of the topic and purpose.
- c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
- d. Interact and collaborate with others throughout the writing process.

- **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.
 - a. Gather, assess, and synthesize information from credible sources on the topic.
 - b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
 - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
 - d. Interact and collaborate with others throughout the writing process.

| |
|---|
| RELATED STANDARDS: Current Grade Level |
|---|

- **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
 - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
 - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
 - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and media to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
 - a. Strategically use visual displays of data and digital

media, to convey information and enhance understanding of presentations.

- **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)
Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
- **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11-12.R.13:** Not applicable to RL.
Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)
Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant,

sufficient evidence, and provide a conclusion that follows from and supports the argument presented.

- a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
- 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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11-12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.
- a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
 - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
 - 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.
 - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
 - e. Use appropriate conventions and style for the audience, purpose, and task.

| |
|--|
| RELATED STANDARDS: Future Grade Level |
|--|

Not applicable

ACADEMIC LANGUAGE

Research, sustained, argument, analysis, assess, synthesize, credible, evidence, plagiarism, paraphrase, cite, and standard format for citation

ASSESSMENT EXEMPLARS

- Create an infographic.
- Create a brochure or pamphlet.
- Respond to a teacher-directed prompt.
Example: Choose one author whom you'd like to know more about.
 - ▶ Conduct a research project and write a formal research paper in which you provide information about the author's life or the time period in which they lived and the literary movement with which they are associated.
 - ▶ Then explain how the author's text is representative of the time period and literary movement as a whole.
- Compose a student self-assessment, one-page synthesis of personal conclusions and perspectives derived from research.
- Create multigenre or interdisciplinary research compositions using prompts derived from units or topics of study.

GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills.

[Language and Convention Skills Table](#) ADA compliant

Language and Convention Skills

| GRADE | P3 | P4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7-8 | 9-10 | 11-12 |
|---|----|----|---|---|---|---|---|---|---|-----|------|-------|
| Capitalize the first word in a sentence and the pronoun I. | | | | | | | | | | | | |
| Use common nouns, verbs, and prepositions. | | | | | | | | | | | | |
| Distinguish between common and proper nouns and capitalize appropriately. | | | | | | | | | | | | |
| Use singular and plural nouns with matching verbs. | | | | | | | | | | | | |
| Use personal, possessive, and indefinite pronouns. | | | | | | | | | | | | |
| Use reflexive pronouns. | | | | | | | | | | | | |
| Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | | | | | | |
| Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents). | | | | | | | | | | | | |
| Use verbs to convey a sense of past, present, and future. | | | | | | | | | | | | |
| Form and use the past tense of frequently occurring irregular verbs. | | | | | | | | | | | | |
| Follow subject-verb and pronoun-antecedent agreement. | | | | | | | | | | | | |
| Recognize and correct inappropriate shifts in verb tense. | | | | | | | | | | | | |

| GRADE | P3 | P4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7-8 | 9-10 | 11-12 |
|---|----|----|---|---|---|---|---|---|---|-----|------|-------|
| Use common adjectives, conjunctions, and determiners. | | | | | | | | | | | | |
| Use adjectives and adverbs, and choose between them depending on what is to be modified. | | | | | | | | | | | | |
| Use end punctuation for sentences. | | | | | | | | | | | | |
| Use an apostrophe to form contractions and frequently occurring possessives. | | | | | | | | | | | | |
| Use punctuation to separate items in a series. | | | | | | | | | | | | |
| Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | | | | | | |
| Select words and phrases for effect. | | | | | | | | | | | | |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | | | | | | | |
| Correctly use frequently confused words and homophones (e.g., to/too/two; there/their). | | | | | | | | | | | | |
| Use hyphens correctly. | | | | | | | | | | | | |
| Choose words and phrases to convey ideas precisely and clearly. | | | | | | | | | | | | |
| Use correct punctuation for effect (i.e., dashes, semi-colons, etc.). | | | | | | | | | | | | |
| Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | | | | | | | |
| Maintain consistency in style and tone. | | | | | | | | | | | | |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | | | | | | |

| GRADE | P3 | P4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7-8 | 9-10 | 11-12 |
|---|----|----|---|---|---|---|---|---|---|-----|------|-------|
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | | | | | |
| Recognize and correct inappropriate shifts in active/passive voice and mood. | | | | | | | | | | | | |
| Use parallel structure. | | | | | | | | | | | | |



250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of
Public Instruction

<https://www.schools.utah.gov>