# Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Washington DC Academic Standards

**Subject:** Language Arts

**Grades:** 9, 10, 11, 12

#### **Bible-Based Writing Lessons**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

# **Washington DC Academic Standards**

Language Arts			
	Grade <b>9</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards  Presentation of Knowledge and Ideas
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	<b>10.SL.</b>	Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.SL.4.	Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9- 10.SL.4.	Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  Language Standards

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

CONTENT STANDARD / DC.CC.9- Language Standards 10.L. STRAND / DISCIPLINE

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10.L.4.d.

EXPECTATION

inferred meaning in context or in a dictionary).

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
Grade <b>10</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
Grade 11 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT
STANDARD /
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DISCIPLINE

# DC.CC.11 Speaking and Listening Standards -12.SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD /		Presentation of Knowledge and Ideas
ESSENTIAL SKILL		Tresentation of Knowledge and Ideas
ESSENTIAL	11- 12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STUDENT EXPECTATION / ESSENTIAL		Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.SL.4.  DC.CC.11	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST ANDARD / STRAND / DISCIPLINE  ST ANDARD / ESSENTIAL	12.SL.4.  DC.CC.11	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.  Language Standards
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.SL.4.  DC.CC.11 -12.L.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of

# DC.CC.11 Language Standards -12.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

Grade 12 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 02: Unit 2 Writing from Notes, p. 19-28

Washington DC Academic Standards		
		Language Arts
		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT		Produce clear and coherent writing in which the development, organization, and style are
EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
EXPECTATION / ESSENTIAL	-	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	10.W.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9- 10.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Writing Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

#### **Language Arts**

Grade 10 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9-10.RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Language Arts		
		Grade <b>11</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CONTENT	
<b>STANDARD</b>	I
STRAND /	
DISCIPLINE	

# DC.CC.11 Writing Standards -12.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / STRAND /		Writing Standards  Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	-12.W.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	-12.W.  11- 12.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT 11-EXPECTATION / 12.L.6. ESSENTIAL SKILL

**EXPECTATION** 

11-12.W.2.b. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Washington DC Academic Standards**

		Language Arts
		Grade <b>12</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended

audience's knowledge of the topic.

definitions, concrete details, quotations, or other information and examples appropriate to the

EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

# **Washington DC Academic Standards**

		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD / STRAND / DISCIPLINE	10.L.	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION I ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD /	DC.CC.9- 10.L.	Language Standards
STRAND / DISCIPLINE		
		Vocabulary Acquisition and Use
STANDARD / ESSENTIAL	9-10.L.6.	Vocabulary Acquisition and Use  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST ANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

CONTENT

DC.CC.9-

Language Standards

#### **Language Arts**

#### Grade 10 - Adopted: 2010 CONTENT DC.CC.9-**Reading Standards for Literature** STANDARD / 10.RL. STRAND / DISCIPLINE STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 9-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / 10.RL.1. **ESSENTIAL** SKILL 9-Determine a theme or central idea of a text and analyze in detail its development over the course STUDENT of the text, including how it emerges and is shaped and refined by specific details; provide an EXPECTATION / 10.RL.2. **ESSENTIAL** objective summary of the text. SKILL STUDENT 9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over EXPECTATION / the course of a text, interact with other characters, and advance the plot or develop the theme. 10.RL.3. **ESSENTIAL** SKILL

CONTENT	
STANDARD	I
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DISCIPLINE	

# 10.RL.

#### DC.CC.9- Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Language Arts

#### Grade 11 - Adopted: 2010 DC.CC.11 **Reading Standards for Literature** CONTENT STANDARD / -12.RL. STRAND / DISCIPLINE STANDARD / Key Ideas and Details **ESSENTIAL** SKILL STUDENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as EXPECTATION / 12.RL.1. well as inferences drawn from the text, including determining where the text leaves matters **ESSENTIAL** uncertain. SKILL STUDENT 11-Determine two or more themes or central ideas of a text and analyze their development over the EXPECTATION / 12.RL.2. course of the text, including how they interact and build on one another to produce a complex **ESSENTIAL** account; provide an objective summary of the text. SKILL STUDENT 11-Analyze the impact of the author's choices regarding how to develop and relate elements of a EXPECTATION / 12.RL.3. story or drama (e.g., where a story is set, how the action is ordered, how the characters are **ESSENTIAL** introduced and developed). SKILL CONTENT DC.CC.11 **Reading Standards for Literature** STANDARD / -12.RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL** SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT		
EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ESSENTIAL		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.W.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST AND ARD / STRAND /	11- 12.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD STRAND / DISCIPLINE
STANDARD ESSENTIAL

DC.CC.11	Speaking	and	Listening	Standard
-12.SL.				

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

# Grade **12** - Adopted: **2010**

		Grade 12 - Adopted. 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	L	esson 04: Unit 3 Retelling Narrative Stories, p. 37-44

#### Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

# **Washington DC Academic Standards**

Grade <b>9</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DC.CC.9- Writing Standards 10.W.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

Grade <b>10</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of

EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English		
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Washington DC Academic Standards				
Language Arts				
		Grade 11 - Adopted: 2010		
CONTENT	DC CC 11	Reading Standards for Literature		

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / STRAND /		Writing Standards  Text Types and Purposes
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	-12.W.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	-12.W.  11- 12.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery,
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.3. 11- 12.W.3.c.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.3. 11- 12.W.3.c.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT	DC.CC.11	Language Standards
STANDARD / STRAND / DISCIPLINE	-12.L.	
STRAND /	-12.L.	Vocabulary Acquisition and Use

### Language Arts

#### Grade 12 - Adopted: 2010 DC.CC.11 **Reading Standards for Literature** CONTENT STANDARD / -12.RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 11-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as EXPECTATION / 12.RL.1. well as inferences drawn from the text, including determining where the text leaves matters uncertain. **ESSENTIAL** SKILL STUDENT 11-Determine two or more themes or central ideas of a text and analyze their development over the EXPECTATION / 12.RL.2. course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **ESSENTIAL** SKILL STUDENT 11-Analyze the impact of the author's choices regarding how to develop and relate elements of a EXPECTATION / 12.RL.3. story or drama (e.g., where a story is set, how the action is ordered, how the characters are **ESSENTIAL** introduced and developed). SKILL CONTENT DC.CC.11 **Reading Standards for Literature** STANDARD / -12.RL. STRAND / **DISCIPLINE** STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL** SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION / ESSENTIAL		
EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.W.5.	approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT	
<b>STANDARD</b>	I
STRAND /	
DISCIPLINE	

## DC.CC.11 Speaking and Listening Standards -12.SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT		Determine or clarify the magning of unknown and multiple magning would and placed
EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
ESSENTIAL		based on grades 11-12 reading and content, choosing flexibly from a range of
ESSENTIAL SKILL	12.L.4.	based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
ESSENTIAL SKILL  EXPECTATION	11- 12.L.4.a.	based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
ESSENTIAL SKILL  EXPECTATION  EXPECTATION  CONTENT STANDARD / STRAND /	11- 12.L.4.a. 11- 12.L.4.d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Language Arts		
		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT	
ST ANDARD	
STRAND /	
DISCIPLINE	

## 10.SL.

### DC.CC.9- Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Washington DC Academic Standards**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD /		Text Types and Purposes

STUDENT EXPECTATION /	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ESSENTIAL SKILL		. ,
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST ANDARD / STRAND / DISCIPLINE  ST ANDARD / ESSENTIAL	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION I ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade <b>12</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD /		
ESSENTIAL SKILL		Production and Distribution of Writing
	11- 12.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
SKILL  STUDENT EXPECTATION / ESSENTIAL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL	Comprehension and Collaboration
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

## **Washington DC Academic Standards**

CONTENT
STANDARD /
STRAND /
DISCIPLINE

## 10.RI.

#### DC.CC.9- Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DC.CC.9- Writing Standards 10.W.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		Washington DC Academic Standards	
Language Arts			

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
Grade 12 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

## **Washington DC Academic Standards**

## **Language Arts** Grade 9 - Adopted: 2010

CONTENT STANDARD /

STRAND / DISCIPLINE

STANDARD /

**ESSENTIAL** SKILL

DC.CC.9- 10.RI.	Reading Standards for Informational Text
	Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD /	DC.CC.9- 10.L.	Language Standards
STRAND / DISCIPLINE		
STRAND /		Vocabulary Acquisition and Use
STRAND / DISCIPLINE STANDARD / ESSENTIAL	9-10.L.6.	Vocabulary Acquisition and Use  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Washington DC Academic Standards
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.  DC.CC.9-10.RI.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Washington DC Academic Standards  Language Arts

### ESSENTIAL SKILL STUDENT 9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / ESSENTIAL SKILL 9-10.RI.2. Determine a central idea of a text and analyze its development over the course of the text, STUDENT including how it emerges and is shaped and refined by specific details; provide an objective EXPECTATION / ESSENTIAL summary of the text. SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

# DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts			
Grade <b>12</b> - Adopted: <b>2010</b>			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	

EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

#### **Washington DC Academic Standards**

#### **Language Arts**

Reading	Standards	for	Informational Text
3			

STANDARD / ESSENTIAL SKILL

CONTENT STANDARD /

STRAND / DISCIPLINE

DC.CC.9-

10.RI.

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OTTILL		

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
Language Arts		
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST AND APD /		Key Ideas and Details

#### STANDARD / **Key Ideas and Details ESSENTIAL SKILL** 9-10.RI.1. STUDENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / **ESSENTIAL** SKILL 9-10.RI.2. STUDENT Determine a central idea of a text and analyze its development over the course of the text, EXPECTATION / including how it emerges and is shaped and refined by specific details; provide an objective ESSENTIAL summary of the text. SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

# DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
Grade <b>12</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 09: Unit 5 Writing from Pictures, p. 77-84

#### Lesson 09: Unit 5 Writing from Pictures, p. 77-84

## **Washington DC Academic Standards**

Grade 9 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 10 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT	9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
EXPECTATION / ESSENTIAL SKILL	10.W.10.	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ESSENTIAL	10.W.10.  DC.CC.9- 10.SL.	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards
ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	DC.CC.9-	
ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	DC.CC.9-	Speaking and Listening Standards
ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	DC.CC.9- 10.SL.	Speaking and Listening Standards  Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and
ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	DC.CC.9- 10.SL.	Speaking and Listening Standards  Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Vocabulary Acquisition and Use

#### **Language Arts**

#### Grade 11 - Adopted: 2010 CONTENT DC.CC.11 **Writing Standards** STANDARD / -12.W. STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL** SKILL STUDENT 11-Write narratives to develop real or imagined experiences or events using effective **EXPECTATION /** 12.W.3. technique, well-chosen details, and well-structured event sequences. **ESSENTIAL SKILL** Use a variety of techniques to sequence events so that they build on one another to create a **EXPECTATION** 11coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, 12.W.3.c. suspense, growth, or resolution). **EXPECTATION** 11-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of 12.W.3.d. the experiences, events, setting, and/or characters. **EXPECTATION** 11-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved 12.W.3.e. over the course of the narrative. CONTENT DC.CC.11 Writing Standards STANDARD / -12.W. STRAND /

**DISCIPLINE** 

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD /	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Language Arts

		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND /	DC.CC.11 -12.W.	Writing Standards

DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 10: Unit 5 Writing from Pictures, p.85-90

## **Washington DC Academic Standards**

**Language Arts** 

Grade **9** - Adopted: **2010** 

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

		Grade <b>10</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION /	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ESSENTIAL SKILL		. ,
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST ANDARD / STRAND / DISCIPLINE  ST ANDARD / ESSENTIAL	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 11: Unit 5 Writing from Pictures, p. 91-98

## **Washington DC Academic Standards**

Grade 9 - Adopted: 20	ULU
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		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Washington DC Academic Standards**

**Language Arts** 

Grade **10** - Adopted: **2010** 

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

## DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade <b>11</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION I ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Language Standards  Vocabulary Acquisition and Use

#### **Language Arts**

# Grade **12** - Adopted: **2010**

		Grade 12 - Adopted. 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11- 12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT 11EXPECTATION / 12.L.6.
ESSENTIAL
SKILL

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

#### **Washington DC Academic Standards**

		Language Arts
		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

function in a sentence) as a clue to the meaning of a word or phrase.

inferred meaning in context or in a dictionary).

EXPECTATION

EXPECTATION

9-

10.L.4.a.

10.L.4.d.

9-

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.9- Language Standards 10.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Washington DC Academic Standards**

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1.  9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9-10.L.1.  9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Washington DC Academic Standards**

Washington DC Academic Standards		
		Language Arts
Grade <b>11</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
SKILL		defined in standards 1-3 above.)
	11- 12.W.5.	
SKILL  STUDENT EXPECTATION / ESSENTIAL		defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.W.5.	defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Washington DC Academic Standards**

Language Arts		
		Grade <b>12</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

## **Washington DC Academic Standards**

Language Arts		
Grade 9 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT	
<b>STANDARD</b>	I
STRAND /	
DISCIPLINE	

# DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / STRAND /		Writing Standards  Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	<b>10.W.</b>	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9- 10.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND / DISCIPLINE	10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Languaga Arta
		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	
STANDARD / STRAND /		Grade 10 - Adopted: 2010
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Grade 10 - Adopted: 2010  Reading Standards for Informational Text
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.Ri.	Grade 10 - Adopted: 2010  Reading Standards for Informational Text  Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as

CONTENT

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
		Demonstrate command of the conventions of standard English grammar and usage
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	when writing or speaking.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
ESSENTIAL	9-10.L.6.	Vocabulary Acquisition and Use  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to
STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.Rl.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL		Production and Distribution of Writing
SKILL		

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION /	11- 12.RL2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis:

the text, including how they interact and build on one another to provide a complex analysis;

provide an objective summary of the text.

EXPECTATION / 12.RI.2.

ESSENTIAL

SKILL

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

# DC.CC.11 Reading Standards for Informational Text -12.RI.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD / ESSENTIAL SKILL		Craft and Structure

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

## **Washington DC Academic Standards**

Grade <b>9</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
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Grade 10 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts

Grade <b>11</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
CONTENT STANDARD / STRAND /		Writing Standards  Text Types and Purposes
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	-12.W.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	-12.W.  11- 12.W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings),
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.2. 11- 12.W.2.a.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.2. 11- 12.W.2.a.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

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stimulate a thoughtful, well-reasoned exchange of ideas.

		Grade <b>12</b> - Adopted: <b>2010</b>
		Language Arts
		Washington DC Academic Standards
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Grade 12 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
CONTENT STANDARD / STRAND /		Writing Standards  Text Types and Purposes
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	-12.W.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	-12.W.  11- 12.W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings),
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.2. 11- 12.W.2.a.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.W.2. 11- 12.W.2.a.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL		Comprehension and Collaboration

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

# **Washington DC Academic Standards**

Grade 9 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 10 - Adopted: 2010
CONTENT	DC.CC.9-	Reading Standards for Informational Text

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT	DC.CC.11	Reading Standards for Informational Text

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
CT AND ADD /		Comprehension and Collaboration
STANDARD / ESSENTIAL SKILL		

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

Grade **12** - Adopted: **2010** 

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.11 Reading Standards for Informational Text -12.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
ESSENTIAL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	11- 12.L.4.a. 11- 12.L.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	11- 12.L.4.a. 11- 12.L.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  Language Standards

Lesson 16: Unit 7 Inventive Writing, p. 147-152

# **Washington DC Academic Standards**

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

#### **Language Arts**

#### Grade **10** - Adopted: **2010**

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

#### **Language Arts**

#### Grade **11** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

# CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL DC.CC.11 Writing Standards Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

### Lesson 17: Unit 7 Inventive Writing, p. 153-158

# **Washington DC Academic Standards**

#### **Language Arts**

#### Grade **9** - Adopted: **2**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 10 - Adopted: 2010		
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify,

EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Language Arts

#### Grade 12 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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# -12.W.

#### DC.CC.11 Writing Standards

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards  Comprehension and Collaboration
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	-12.SL.	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	-12.SL. 11- 12.SL.1.	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	11- 12.SL.1. 11- 12.SL.1.a.	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals

CONTENT
STANDARD /
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DISCIPLINE

# DC.CC.11 Language Standards -12.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 18: Unit 7 Inventive Writing, p. 159-166

# **Washington DC Academic Standards**

#### **Language Arts**

#### Grade **9** - Adopted: **2010**

		Grade 9 - Adopted. 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SKILL		

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

#### Grade **11** - Adopted: **2010**

		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

STUDENT 11-EXPECTATION / 12.L.6. ESSENTIAL SKILL

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD /	DC.CC.11 -12.L.	Language Standards

#### CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 19: Unit 8 Formal Essay Models, p. 167-174

# **Washington DC Academic Standards**

CONTENT	DC.CC.9-	Writing Standards
STANDARD / STRAND / DISCIPLINE	10.W.	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STUDENT

ESSENTIAL SKILL

EXPECTATION /

9-

10.W.10.

STRAND / DISCIPLINE	10.02.	
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DC.CC.9- Speaking and Listening Standards

CONTENT

STANDARD /

10.SL.

# **Washington DC Academic Standards**

CONTENT
STANDARD /
STRAND /
DISCIPLINE

# DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION /	9-	Produce clear and coherent writing in which the development, organization, and style are
ESSENTIAL SKILL	10.W.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	9- 10.W.5.	
SKILL  STUDENT EXPECTATION / ESSENTIAL	9-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Language Standards
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1. 9-10.L.1.b.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9-10.L.1. 9-10.L.1.b.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

### **Language Arts**

# Grade **11** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD /	DC.CC.11 -12.W.	Writing Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 20: Unit 8 Formal Essay Models, p. 175-182

# **Washington DC Academic Standards**

## Language Arts

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.9-10.RI.

### Reading Standards for Informational Text

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DC.CC.9-

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Vocabulary Acquisition and Use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4. 9-10.L.4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.4.  9-10.L.4.a.  9- 10.L.4.d.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 10 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	

EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD /		Research to Build and Present Knowledge
ESSENTIAL SKILL		
	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SKILL  STUDENT EXPECTATION / ESSENTIAL	9-10.W.7. 9- 10.W.8.	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.W.8.	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9- 10.W.8.	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Language Standards  Vocabulary Acquisition and Use

### **Language Arts**

### Grade 12 - Adopted: 2010 CONTENT DC.CC.11 Reading Standards for Informational Text STANDARD / -12.RI. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL** SKILL STUDENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as 11-12.RI.1. well as inferences drawn from the text, including determining where the text leaves matters EXPECTATION / **ESSENTIAL** uncertain. SKILL STUDENT 11-Determine two or more central ideas of a text and analyze their development over the course of 12.RI.2. the text, including how they interact and build on one another to provide a complex analysis; EXPECTATION / provide an objective summary of the text. **ESSENTIAL** SKILL CONTENT DC.CC.11 Reading Standards for Informational Text -12.RI. STANDARD / STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL SKILL**

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Lesson 21: Unit 8 Formal Essay Models, p. 183-192

# **Washington DC Academic Standards**

Grade <b>9</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1.  9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9-10.L.1.  9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

CONTENT
STANDARD /
STRAND /
DISCIPLINE

10.L.

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

CONTENT STANDARD / STANDARD / DISCIPLINE  STANDARD / ESSENTIAL STUDENT ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION   9- Introduce a topic; organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and information elearly and securately through the effective selection, organization, and information elearly and securately through the effective selection, organization, and information to learly and securately through the effective selection, organization, and information to elearly and securately through the effective selection, organization, and information to learly and securately through the effective selection, organization, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  EXPECTATION 9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  EXPECTATION 9- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  EXPECTATION 9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION 9- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / ESSENTIAL SKILL  STANDARD / ESSENTIAL SKILL  Production and Distribution of Writing			C1446 13 7,466,64. 2515
STUDENT EXPECTATION   9-10.W.2.   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  EXPECTATION   9-	STANDARD / STRAND /		Writing Standards
and information clearly and accurately through the effective selection, organization, and analysis of content.  EXPECTATION  9- 10.W.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  EXPECTATION  9- 10.W.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  EXPECTATION  9- 10.W.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  EXPECTATION  9- 10.W.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION  9- 10.W.2.d. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / DISCIPLINE  STANDARD / DISCIPLINE  Production and Distribution of Writing	ESSENTIAL		Text Types and Purposes
10.W.2.a. connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  EXPECTATION  9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  EXPECTATION  9- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  EXPECTATION  9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION  9- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL  Production and Distribution of Writing	EXPECTATION / ESSENTIAL	9-10.W.2.	and information clearly and accurately through the effective selection, organization,
EXPECTATION  9- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  EXPECTATION  9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION  9- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL  Production and Distribution of Writing  Production and Distribution of Writing	EXPECTATION	_	connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and
EXPECTATION  9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION  9- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / STRAND / DISCIPLINE  DC.CC.9- Writing Standards  Production and Distribution of Writing  Production and Distribution of Writing	EXPECTATION	_	details, quotations, or other information and examples appropriate to the audience's knowledge of
EXPECTATION  9- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / STRAND / DISCIPLINE  DC.CC.9- Writing Standards  Production and Distribution of Writing  ESSENTIAL	EXPECTATION		
10.W.2.f. explanation presented (e.g., articulating implications or the significance of the topic).  CONTENT STANDARD / STRAND / DISCIPLINE  DC.CC.9- Writing Standards  STANDARD / ESSENTIAL  Production and Distribution of Writing	EXPECTATION	_	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND / DISCIPLINE  STANDARD / Production and Distribution of Writing ESSENTIAL	EXPECTATION	_	
ESSENTIAL	STANDARD / STRAND /		Writing Standards
	ESSENTIAL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,

visually, quantitatively) as well as in words in order to address a question or solve a problem.

SKILL

STUDENT

ESSENTIAL SKILL 11-

EXPECTATION / 12.RI.7.

CONTENT
STANDARD /
STRAND /
DISCIPLINE

# DC.CC.11 Writing Standards -12.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
ESSENTIAL	11- 12.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT
STANDARD
STRAND /
DISCIPLINE

# DC.CC.11 Language Standards -12.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 22: Unit 8 Formal Essay Models, p. 193-200

# **Washington DC Academic Standards**

### **Language Arts**

### Grade **9** - Adopted: **2010**

		Grade C Adopted. 2020
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

9-	
10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DC.CC.9- 10.W.	Writing Standards
	Range of Writing
9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DC.CC.9- 10.SL.	Speaking and Listening Standards
	Comprehension and Collaboration
9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DC.CC.9- 10.L.	Language Standards
	Conventions of Standard English
9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage
	9- 10.W.5.  DC.CC.9- 10.W.  9- 10.W.10.  9- 10.SL.1.a.  9- 10.SL.1.d.

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Language Arts**

### Grade **11** - Adopted: **2010**

		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-	
	12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION		on that preparation by referring to evidence from texts and other research on the topic or issue to
EXPECTATION EXPECTATION	12.SL.1.a.	on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals
	12.SL.1.a. 11- 12.SL.1.b.	on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas
EXPECTATION	11- 12.SL.1.b. 11- 12.SL.1.c.	on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional
EXPECTATION  EXPECTATION  CONTENT ST AND ARD / ST RAND /	11- 12.SL.1.b. 11- 12.SL.1.c. 11- 12.SL.1.d.	on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STUDENT 11-EXPECTATION / 12.L.6. ESSENTIAL SKILL

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND /	DC.CC.11 -12.L.	Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

Vocabulary Acquisition and Use

SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 23: Unit 8 Formal Essay Models, p. 201-206

# **Washington DC Academic Standards**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STUDENT

ESSENTIAL SKILL

EXPECTATION /

9-

10.W.10.

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL		Conventions of Standard English
SKILL		
SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STUDENT EXPECTATION / ESSENTIAL	9-10.L.1. 9- 10.L.1.b.	
STUDENT EXPECTATION I ESSENTIAL SKILL	9-	When writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION  CONTENT STANDARD / STRAND /	9- 10.L.1.b.	When writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DC.CC.9- Speaking and Listening Standards

CONTENT

STANDARD /

10.SL.

# **Washington DC Academic Standards**

#### **Language Arts**

Grade **10** - Adopted: **2010** 

CONTENT
STANDARD /
STRAND /
DISCIPLINE

# DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / STRAND /		Writing Standards  Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	<b>10.W.</b>	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9- 10.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Language Standards
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	10.L.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1. 9-10.L.1.b.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9-10.L.1. 9-10.L.1.b.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

#### **Language Arts**

# Grade **11** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND /	DC.CC.11 -12.W.	Writing Standards

# CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.11 Writing Standards -12.W. Text Types and Purposes SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

# **Washington DC Academic Standards**

Grade 9 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND /	DC.CC.9- 10.W.	Writing Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STANDARD / ESSENTIAL	9- 10.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ST ANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.W.4. 9- 10.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STANDARD / ESSENTIAL	9-10.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	9- <b>10.L.4.</b> 9- 10.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	9- 10.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9- 10.L.4.a. 9- 10.L.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Language Arts

## Grade **11** - Adopted: **2010**

		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

# -12.W.

#### DC.CC.11 Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.11 Language Standards -12.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

		Grade <b>12</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

## Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

# **Washington DC Academic Standards**

		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD /		Range of Writing
ESSENTIAL SKILL		

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DC.CC.9- Speaking and Listening Standards 10.SL.

CONTENT
STANDARD /
STRAND /
DISCIPLINE

10.L.

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STRAND / DISCIPLINE	10.RL.	
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL	_	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

10.SL.1.a. on that preparation by referring to evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT

DC.CC.9-

Reading Standards for Literature

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT	
<b>STANDARD</b>	I
STRAND /	
DISCIPLINE	

# DC.CC.11 Reading Standards for Literature -12.RL.

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
Grade 12 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

#### **Washington DC Academic Standards**

#### Language Arts

#### Grade 9 - Adopted: 2010 CONTENT DC.CC.9-Reading Standards for Literature STANDARD / 10.RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as 9well as inferences drawn from the text. 10.RL.1. EXPECTATION / **ESSENTIAL** SKILL Determine a theme or central idea of a text and analyze in detail its development over the course STUDENT 9of the text, including how it emerges and is shaped and refined by specific details; provide an EXPECTATION / 10.RL.2. **ESSENTIAL** objective summary of the text. SKILL STUDENT 9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over EXPECTATION / 10.RL.3. the course of a text, interact with other characters, and advance the plot or develop the theme. **ESSENTIAL** SKILL CONTENT DC.CC.9-**Reading Standards for Literature** STANDARD / 10.RL.

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION /	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of
ESSENTIAL SKILL		strategies.
	9- 10.L.4.a.	

CONTENT
STANDARD /
STRAND /
DISCIPLINE

10.L.

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Washington DC Academic Standards**

Language Arts		
Grade 10 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STRAND / DISCIPLINE	10.RL.	
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL	_	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

10.SL.1.a. on that preparation by referring to evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT

DC.CC.9-

Reading Standards for Literature

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT	
<b>STANDARD</b>	I
STRAND /	
DISCIPLINE	

# DC.CC.11 Reading Standards for Literature -12.RL.

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts				
Grade 12 - Adopted: 2010				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details		
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature		
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity		
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

#### **Washington DC Academic Standards**

#### Language Arts

#### CONTENT DC.CC.9-Reading Standards for Literature STANDARD / 10.RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as 9well as inferences drawn from the text. EXPECTATION / 10.RL.1. **ESSENTIAL** SKILL Determine a theme or central idea of a text and analyze in detail its development over the course STUDENT 9-EXPECTATION / of the text, including how it emerges and is shaped and refined by specific details; provide an 10.RL.2. **ESSENTIAL** objective summary of the text. SKILL STUDENT 9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over EXPECTATION / 10.RL.3. the course of a text, interact with other characters, and advance the plot or develop the theme. **ESSENTIAL** SKILL CONTENT DC.CC.9-Reading Standards for Literature STANDARD / 10.RL.

STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DC.CC.9- Speaking and Listening Standards 10.SL.

CONTENT		
STANDARD /		
STRAND /		
DISCIPLINE		

10.L.

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Washington DC Academic Standards**

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw

on that preparation by referring to evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

**EXPECTATION** 

10.SL.1.a.

EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

# DC.CC.11 Reading Standards for Literature -12.RL.

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 12 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RL.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

#### **Washington DC Academic Standards**

#### **Language Arts**

#### CONTENT DC.CC.9-Reading Standards for Informational Text STANDARD / 10.RI. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / **ESSENTIAL** SKILL Determine a central idea of a text and analyze its development over the course of the text, STUDENT 9-10.RI.2. EXPECTATION / including how it emerges and is shaped and refined by specific details; provide an objective **ESSENTIAL** summary of the text. SKILL CONTENT DC.CC.9-Reading Standards for Informational Text STANDARD / 10.RI. STRAND / DISCIPLINE STANDARD / Craft and Structure **ESSENTIAL SKILL**

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / STRAND /		Language Standards  Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	10.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND /	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

### Write arguments to support claims in an analysis of substantive topics or fexts, using expectation    ### STANDARD    ###			
EXPECTATION  9- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.  EXPECTATION  9- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  EXPECTATION  9- Provide a concluding statement or section that follows from and supports the argument presented.  CONTENT STANDARD / STRAND / 10.W.1.  STANDARD / STRAND / 10.W.1.  STANDARD / STRAND / 10.W.2.  STANDARD / STRAND / 10.W.3.  STUDENT SESSENTIAL SKILL  STUDENT 9- EXPECTATION / 10.W.3.  STUDENT 9- EXPECTATION / 10.W.5.  STANDARD / STRAND / 10.W.5.  Develop and strengthen writing as needed by planning, revising, editing, certifying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CONTENT STANDARD / 10.W.5.  STANDARD / SESSENTIAL SKILL  CONTENT STANDARD / SESSENTIAL SKILL  CONTENT STANDARD / SESSENTIAL SKILL  CONTENT TANDARD / SESSENTIAL SKILL  CONTENT STANDARD / SESSENTIAL SKILL  CONTENT STANDARD / SESSENTIAL SKILL  CONTENT STANDARD / 10.W.10.  SPEAKING AND STANDARD	EXPECTATION / ESSENTIAL	9-10.W.1.	
EXPECTATION 9- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and claim(s) and reasons, between reasons and evidence, and between claim(s) and reasons, between reasons and evidence, and supports the reasons and evidence, and supports the reasons and evidence, and revision, and revision, and revision, and revision and shorter to take, purpose, and audiences.  EXEMPLIAL SIGNARD / STANDARD / STANDA	EXPECTATION		an organization that establishes clear relationships among claim(s), counterclaims, reasons, and
EXPECTATION 9- 10.W.1.e. Provide a concluding statement or section that follows from and supports the argument presented.  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT 9- 10.W.4. Production and Distribution of Writing  STANDARD / ESSENTIAL SKILL  STUDENT 9- 10.W.4. ESSENTIAL SKILL  STUDENT 9- 10.W.5. ESSENTIAL SKILL  STUDENT 9- 10.W.5. ESSENTIAL SKILL  STANDARD / ESSENTIAL SKILL  STANDARD / STAND	EXPECTATION		strengths and limitations of both in a manner that anticipates the audience's knowledge level and
CONTENT STANDARD / STEAND / DC.CC.9- STANDARD / STANDARD / SSENTIAL SKILL  STUDENT 9- EXPECTATION / ESSENTIAL SKILL  STUDENT 9- 10.W.4. ESSENTIAL SKILL  STUDENT 9- 10.W.5. ESSENTIAL SKILL  STANDARD / SSENTIAL SCANDARD / STANDARD / STANDARD / SSENTIAL SCANDARD / STANDARD / STANDARD / STANDARD / STANDARD / SSENTIAL SCANDARD / STANDARD / SSENTIAL SCANDARD / STANDARD / STANDARD / SSENTIAL SCANDARD / SCAND	EXPECTATION		the relationships between claim(s) and reasons, between reasons and evidence, and between
STANDARD / BSSENTIAL SKILL  STANDARD / BSSENTIAL SKILL  STUDENT 9- Produce clear and coherent writing in which the development, organization, and style are expectation / 10.W.4. appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  STUDENT 9- EXPECTATION / ESSENTIAL SKILL  STUDENT 9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT 9- Writing Standards  STUDENT 9- Writing Standards  STUDENT 9- Writing Standards  STUDENT 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / ESSENTIAL SKILL  STANDARD / BSSENTIAL SKILL  STANDARD / BSSENTIAL SKILL  CONTENT STANDARD / DISCIPLINE  STANDARD / BSSENTIAL	EXPECTATION		Provide a concluding statement or section that follows from and supports the argument presented.
STUDENT 9- 10.W.4.  STUDENT 9- 10.W.4.  STUDENT 9- 10.W.5.  STUDENT 9- 10.W.5.  STANDARD / ESSENTIAL SKILL  STUDENT 9- 10.W.5.  STANDARD / ESSENTIAL SKILL  STUDENT 9- 10.W.5.  STANDARD / ESSENTIAL SKILL  STUDENT 9- 10.W.5.  STANDARD / STRAND / DISCIPLINE  STANDARD / STANDARD / STRAND / DISCIPLINE  STANDARD / STANDARD	STANDARD / STRAND /		Writing Standards
EXPECTATION / ESSENTIAL SKILL  STUDENT 9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CONTENT STANDARD / STRAND / DISCIPLINE  STUDENT 9- Writing Standards  PC.CC.9- Writing Standards  Range of Writing  STANDARD / ESSENTIAL SKILL  STUDENT 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  CONTENT STANDARD / STRAND / DISCIPLINE  Comprehension and Collaboration	ESSENTIAL		Production and Distribution of Writing
EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  STUDENT STANDARD / ESSENTIAL SKILL  STUDENT 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  DC.CC.9- Speaking and Listening Standards  STANDARD / ESSENTIAL  COmprehension and Collaboration	EXPECTATION / ESSENTIAL		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / STANDARD / DISCIPLINE  STANDARD / ESSENTIAL  STANDARD / ESSENTIAL  Comprehension and Collaboration	EXPECTATION / ESSENTIAL	-	
STUDENT EXPECTATION / 10.W.10.  ESSENTIAL SKILL  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  ESSENTIAL SKILL  CONTENT STANDARD / STRAND / DISCIPLINE  DC.CC.9- Speaking and Listening Standards  STANDARD / ESSENTIAL  Comprehension and Collaboration	STANDARD / STRAND /		Writing Standards
EXPECTATION / ESSENTIAL  CONTENT STANDARD / DISCIPLINE  DC.CC.9- Speaking and Listening Standards  STANDARD / ESSENTIAL  Comprehension and Collaboration  Comprehension and Collaboration	ESSENTIAL		Range of Writing
STANDARD / STRAND / DISCIPLINE  STANDARD / Comprehension and Collaboration ESSENTIAL	EXPECTATION / ESSENTIAL		
ESSENTIAL	STANDARD / STRAND /		Speaking and Listening Standards
	ESSENTIAL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 9-10.L.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Washington DC Academic Standards**

#### Language Arts

		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences

claim(s), counterclaims, reasons, and evidence.

EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST AND ARD / STRAND / DISCIPLINE  ST AND ARD / ESSENTIAL	12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

		Grade <b>12</b> - Adopted: <b>2010</b>			
		Language Arts			
		Washington DC Academic Standards			
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards			
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards			
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.			
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.			

		Grade <b>12</b> - Adopted: <b>2010</b>
CONTENT DC.CC.11 Reading Standard STANDARD / -12.RI. STRAND / DISCIPLINE		Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

### **Washington DC Academic Standards**

	Grade <b>9</b> - Adopted: <b>2010</b>				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- Writing Standards 10.W.				
STANDARD / ESSENTIAL SKILL		Text Types and Purposes			
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing			

### STUDENT   10.W.4.   Produce clear and contempt witing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ### STUDENT   10.W.5.			
Approach, focusing on addressing what is most significant for a specific purpose and audience.  ESSENTIAL  SKILL  CONTENT STANDARD /	EXPECTATION / ESSENTIAL		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ST ANDARD / BISCIPLINE  STANDARD / BISCIPLINE	EXPECTATION / ESSENTIAL		
### STUDENT   9-   Write routinely over extended time frames (time for research, reflection, and revision) and shorter from texts.   10.W.10.	STANDARD / STRAND /		Writing Standards
EXPECTATION / ESSENTIAL SKILL  CONTENT STRAND / DISCIPLINE  CONTENT STRAND / DISCIPLINE  COMPRESSENTIAL SKILL  COMPRESSENTIAL SKILL  COMPRESSENTIAL SKILL  COMPRESSENTIAL SKILL  COMPRESSENTIAL SKILL  COMPRESSENTIAL SKILL  EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / EXPECTATION / ESSENTIAL  EXPECTATION / EXPECTATION / EXP	ESSENTIAL		Range of Writing
STANDARD / SSENTIAL STUDENT   10.SL.   Comprehension and Collaboration    STANDARD / ESSENTIAL STUDENT   29.   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.    EXPECTATION   9-   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  EXPECTATION   9-   Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  EXPECTATION   9-   Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / STRAND / STRAND / STRAND / STRAN	EXPECTATION / ESSENTIAL	-	
ESSENTIAL SKILL  STUDENT EXPECTATION   9- EXPECTATION   10.SL.1.   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  EXPECTATION   9- 10.SL.1.a.   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  EXPECTATION   9- 10.SL.1.c.   Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  EXPECTATION   9- 10.SL.1.d.   Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL   Conventions of Standard English   Standard English grammar and usage when writing or speaking.	STANDARD / STRAND /		Speaking and Listening Standards
EXPECTATION   10.SL.1.   in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.    EXPECTATION   9-	ESSENTIAL		Comprehension and Collaboration
EXPECTATION  9- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  EXPECTATION  9- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  Conventions of Standard English  Conventions of Standard English  P-10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EXPECTATION / ESSENTIAL	_	in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and
EXPECTATION  9- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CONTENT STANDARD / STANDARD / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL  STUDENT EXPECTATION / ESSENTIAL	EXPECTATION		on that preparation by referring to evidence from texts and other research on the topic or issue to
10.SL.1.d. and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CONTENT STANDARD / STRAND / DISCIPLINE  Conventions of Standard English  Conventions of Standard English  STUDENT EXPECTATION / ESSENTIAL  When writing or speaking.	EXPECTATION		broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify,
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL  STUDENT EXPECTATION / ESSENTIAL	EXPECTATION		and, when warranted, qualify or justify their own views and understanding and make new
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL  9-10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STANDARD / STRAND /		Language Standards
EXPECTATION / when writing or speaking. ESSENTIAL	ESSENTIAL		Conventions of Standard English
	EXPECTATION / ESSENTIAL	9-10.L.1.	

EXPECTATION

9-

10.L.1.b.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### **Washington DC Academic Standards**

		Grade 10 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Text Types and Purposes			
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards			

STANDARD / ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
STANDARD I ESSENTIAL SKILL		Conventions of Standard English		
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
	Washington DC Academic Standards			

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ST /	NTENT ANDARD / RAND / SCIPLINE	DC.CC.11 -12.W.	Writing Standards
	ANDARD / SENTIAL ILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### Language Arts

### Grade **12** - Adopted: **2010**

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

## **Washington DC Academic Standards**

Language Arts

Grade 9 - Adopted: 2010

CONTENT
STANDARD /
STRAND /
DISCIPLINE

## 10.RI.

#### DC.CC.9- Reading Standards for Informational Text

STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / STRAND /		Writing Standards  Text Types and Purposes
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	10.W.	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and
STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	9-10.W.1.  9-10.W.1.a.	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

10.W.

DC.CC.9- Writing Standards

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 11 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT	DC.CC.11	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE		Provide a concluding statement or section that follows from and supports the argument presented.  Writing Standards
CONTENT STANDARD / STRAND /	12.W.1.e.  DC.CC.11	
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	12.W.1.e.  DC.CC.11	Writing Standards
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.W.1.e.  DC.CC.11 -12.W.	Writing Standards  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	12.W.1.e.  DC.CC.11 -12.W.  11- 12.W.4.	Writing Standards  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
CONTENT STANDARD / STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.W.1.e.  DC.CC.11 -12.W.  11- 12.W.4.  DC.CC.11	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts			
Grade <b>12</b> - Adopted: <b>2010</b>			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	

EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENT EXPECTATION / ESSENTIAL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT ST AND ARD / STRAND / DISCIPLINE  ST AND ARD / ESSENTIAL	12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards

EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## **Washington DC Academic Standards**

		Grade <b>9</b> - Adopted: <b>2010</b>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION I ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage
EXPECTATION / ESSENTIAL SKILL	0 1012111	when writing or speaking.

#### **Language Arts**

#### Grade 10 - Adopted: 2010 **Writing Standards** CONTENT DC.CC.9-STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes** ESSENTIAL SKILL 9-10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using STUDENT **EXPECTATION /** valid reasoning and relevant and sufficient evidence. ESSENTIAL **SKILL EXPECTATION** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create 10.W.1.a. an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **EXPECTATION** 9-Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the 10.W.1.b. strengths and limitations of both in a manner that anticipates the audience's knowledge level and

EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

#### **Language Arts**

#### Grade 11 - Adonted: 2010

Grade <b>11</b> - Adopted: <b>2010</b>		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD /	DC.CC.11 -12.SL.	Speaking and Listening Standards
STRAND / DISCIPLINE		
		Comprehension and Collaboration
STANDARD / ESSENTIAL	11- 12.SL.1.	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  EXPECTATION	12.SL.1.  11- 12.SL.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals

#### **Language Arts**

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.11 Writing Standards -12.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11- 12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11- 12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11- 12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11 -12.SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.