Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

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

Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	SL.9-10.4.	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. (SL.9-10.4) (DOK 1,2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.

GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	SL.9-10.4.	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. (SL.9-10.4) (DOK 1,2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**

DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	SL.11-12.4.	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 of formal and informal tasks. (SL.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	SL.11-12.4.	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 of formal and informal tasks. (SL.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.

GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**

DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

STRAND / COURSE		Reading Standards for Literacy in Science and Technical Subjects 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

STRAND / COURSE		Reading Standards for Literacy in Science and Technical Subjects 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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

STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.

GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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

STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)

DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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

STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)

STRAND / COURSE **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)

STRAND / COURSE **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE	**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)

STRAND / COURSE	**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)

STRAND / COURSE	**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)

STRAND / COURSE	**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE	**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**

DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)

STRAND / COURSE		Reading Standards for Literacy in History/Social Studies 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

STRAND / COURSE		Reading Standards for Literacy in Science and Technical Subjects 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

STRAND / COURSE		Reading Standards for Literacy in Science and Technical Subjects 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***

DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (e.g., flashback, foreshadowing, and cause and effect).

GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.11-12.3.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, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**

GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)

DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**

GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)

DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**

GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.

GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)

DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***

DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)

DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**

DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

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Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**

GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

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Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Language Arts

Grade **9** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**

GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.

GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.7.	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. (W.9 10.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	**L.9-10.3.**	**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.**
GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Style) appropriate for the discipline and writing type. (L.9-10.3) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.

GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***

DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.7.	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. (W.9 10.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	**L.9-10.3.**	**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.**
GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Style) appropriate for the discipline and writing type. (L.9-10.3) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.7.	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. (W.11 12.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
DETAILED DESCRIPTOR	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)

DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**

GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.7.	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. (W.11 12.7) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
DETAILED DESCRIPTOR	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.9-10.2.	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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		Writing Standards 6–12

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	**L.9-10.3.**	**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.**
GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Style) appropriate for the discipline and writing type. (L.9-10.3) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.9-10.8.	Gather relevant information from multiple credible primary and secondary 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. (W.9-10.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.

GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	**L.9-10.3.**	**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.**
GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Style) appropriate for the discipline and writing type. (L.9-10.3) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**

DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RI.11-12.7.	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. (RI.11 12.7) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.

GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	W.11-12.8.	Gather relevant information from multiple credible primary and secondary 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. (W.11-12.8) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11 12.7)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Integration of Knowledge and Ideas**
DETAILED DESCRIPTOR	RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (RST.11-12.7)
DETAILED DESCRIPTOR	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (RST.11-12.8)
DETAILED DESCRIPTOR	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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

STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		Writing Standards 6–12

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.

GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.2.**	**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.**
GRADE LEVEL EXPECTATION	W.9-10.2.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.

GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic clearly and 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.
GRADE LEVEL EXPECTATION	W.11-12.2.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.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as figures of speech (e.g., metaphor, simile, analogy) or text structure, to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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). (W.11 12.2) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**

GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**

GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.b.	Use narrative techniques, including dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; create a smooth progression of experiences or events.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**		
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / COURSE		College and Career Readiness Anchor Standards for Language
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.

STRAND / COURSE		College and Career Readiness Anchor Standards for Language
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STRAND / COURSE		Reading Standards for Literature 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)

STRAND / COURSE		Reading Standards for Literature 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**

DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)

STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.3.	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. (RL.9-10.3) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9 10.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. 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 proficiently. (RL.9-10.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RL.11-12.1.	Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective. (RL.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.11-12.2.	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. (RL.11-12.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RL.11-12.3.	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). (RL.11-12.3) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Literature 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.11-12.10.	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. 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. (RL.11-12.10) (DOK 1,2)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**

GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***

DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.

GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)

DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

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Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

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Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

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Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***

DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)

STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)

STRAND / COURSE		Speaking and Listening Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

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STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)

STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**

DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**

DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.9-10.2.	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. (RI.9-10.2) (DOK 2,3)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.9-10.4.	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). (RI.9 10.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**
GRADE LEVEL EXPECTATION	L.9-10.4.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.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.9-10.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.9-10.6.	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.9-10.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
DETAILED DESCRIPTOR	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)

STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
DETAILED DESCRIPTOR	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (RST.9 10.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.

GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)

STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Reading**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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

STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Knowledge of Language**
DETAILED DESCRIPTOR	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.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Language**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RI.11-12.1.	Analyze and 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 room for subjective interpretation and perspective. (RI.11-12.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.11-12.2.	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. (RI.11-12.2) (DOK 2,3,4)
STRAND / COURSE		**Reading Standards for Informational Text 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RI.11-12.4.	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. (RI.11-12.4) (DOK 1,2,3)

STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.11-12.4.**	**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.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.11-12.4) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	L.11-12.6.	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.11-12.6) (DOK 1,2)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
DETAILED DESCRIPTOR	RH.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)

DETAILED DESCRIPTOR	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
STRAND / COURSE		**Reading Standards for Literacy in History/Social Studies 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	RST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
DETAILED DESCRIPTOR	RST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	RST.11-12.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. (RST.11 12.4)
STRAND / COURSE		**Reading Standards for Literacy in Science and Technical Subjects 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (RST.11-12.10)

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Iowa Student Standards

Language Arts

Grade **9** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.

GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **10** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.9-10.4.	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). (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (W.9-10.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.9-10.10.	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, scaffolding as needed. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**

DETAILED DESCRIPTOR	**SL.9-10.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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.
GRADE LEVEL EXPECTATION	SL.9-10.1.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. (SL.9-10.1) (DOK 2,3)
STRAND / COURSE		**Language Standards 6-12**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.9-10.1.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. (L.9-10.1) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade **11** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)

Iowa Student Standards

Language Arts

Grade **12** - Adopted: **2024**

STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes***
DETAILED DESCRIPTOR	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		**College and Career Readiness Anchor Standards for Writing**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	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
STRAND / COURSE		**College and Career Readiness Anchor Standards for Speaking and Listening**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Text Types and Purposes**
DETAILED DESCRIPTOR	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented, summarizing key points of the argument. (W.11-12.1) (DOK 3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Production and Distribution of Writing**
DETAILED DESCRIPTOR	W.11-12.4.	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.) (W.11-12.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 2,3,4)
STRAND / COURSE		**Writing Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	W.11-12.10.	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. (W.11-12.10) (DOK 1,2,3,4)
STRAND / COURSE		**Speaking and Listening Standards 6–12**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**SL.11-12.1.**	**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.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.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. (SL.11-12.1) (DOK 2,3,4)