

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: Louisiana Academic Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

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

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

#### STRAND W.9-10. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### STRAND SL.9-10. Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.

INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
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TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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.
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INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND SL.11-12. Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.

**STRAND L.11-12. Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>

INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND L.11-12. Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.

**STRAND RH.11-12. Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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 matters uncertain.
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.



INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND                      W.9-10.                      Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND                      W.9-10.                      Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.

**STRAND                      SL.9-10.                      Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.

INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>



INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

**STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

**STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.

INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.



INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

**STRAND**      **RL.11-12. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Louisiana Academic Standards

Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	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 independently and proficiently.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

STRAND	RL.9-10.	<b>Reading Standards for Literature</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RL.9-10.	<b>Reading Standards for Literature</b>
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION      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 independently and proficiently.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR      W.9-10.3c.      Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR      W.9-10.3d.      Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR      W.9-10.3e.      Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION      W.9-10.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION      W.9-10.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

#### STRAND RL.11-12. Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
STRAND	RL.11-12.	<b>Reading Standards for Literature</b>
TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **W.11-12. Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
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INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND**      **W.11-12. Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **W.11-12. Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.11-12. Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
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INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.

INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.

INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

**STRAND**      **RL.11-12. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12. Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

#### **STRAND RI.9-10. Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

#### **STRAND RI.9-10. Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

#### **STRAND W.9-10. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4a.	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.
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INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND	L.9-10.	Language Standards
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TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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STRAND	RH.9-10.	Reading Standards for Literacy in History/Social Studies
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TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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STRAND	RH.9-10.	Reading Standards for Literacy in History/Social Studies
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TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	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.
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STRAND	RST.9-10.	Reading Standards for Literacy in Science and Technical Subjects
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TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
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INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.

**STRAND**                      **SL.11-12.    Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**                      **L.11-12.        Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**                      **L.11-12.        Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**                      **RH.11-12.        Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.

**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Language Arts

Grade 12 - Adopted: 2019

### STRAND RI.11-12. Reading Standards for Informational Text

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

### STRAND RI.11-12. Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

### STRAND W.11-12. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

### STRAND W.11-12. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
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TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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 matters uncertain.
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<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
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TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
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TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
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TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
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TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
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TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.

INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Language Arts

### Grade 10 - Adopted: 2019

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

#### STRAND W.9-10. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

#### STRAND W.9-10. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>



Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
Research to Build and Present Knowledge		
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
Range of Writing		
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

**STRAND**      **RI.9-10.**      **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RI.9-10.**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>

INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	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.
STRAND	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
STRAND	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
STRAND	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Research to Build and Present Knowledge



PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.

INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>

INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.

INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.



INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

#### Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

STRAND	W.9-10.	<b>Writing Standards</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
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INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.

INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.    Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.    Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.    Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.11-12.    Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).



<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards

Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>



TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Louisiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2019

**STRAND W.9-10. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND W.9-10. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND W.9-10. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.9-10. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

#### STRAND W.9-10. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### STRAND W.9-10. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

#### STRAND W.9-10. Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

#### STRAND SL.9-10. Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards		
Language Arts		
Grade 11 - Adopted: 2019		
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Louisiana Academic Standards

## Language Arts

Grade 12 - Adopted: 2019

### STRAND W.11-12. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	W.11-12.3d.	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone and/or characters.
INDICATOR	W.11-12.3e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### STRAND W.11-12. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

### STRAND W.11-12. Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

### STRAND SL.11-12. Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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



## Language Arts

### Grade 9 - Adopted: 2019

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

#### STRAND W.9-10. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

#### STRAND W.9-10. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.

INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

**STRAND**      **RI.9-10.**      **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
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INDICATOR	SL.9-10.1c.	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.
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INDICATOR	SL.9-10.1d.	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.
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.9-10.1b.	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.
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4a.	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.
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INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade **11** - Adopted: **2019**

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>



TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
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INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.



PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**Louisiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>

PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	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.
STRAND	RH.9-10.	Reading Standards for Literacy in History/Social Studies
Key Ideas and Details		
PERFORMANCE EXPECTATION	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.
STRAND	RH.9-10.	Reading Standards for Literacy in History/Social Studies
Craft and Structure		
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STRAND	RH.9-10.	Reading Standards for Literacy in History/Social Studies
Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	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.
STRAND	RST.9-10.	Reading Standards for Literacy in Science and Technical Subjects
Key Ideas and Details		
PERFORMANCE EXPECTATION	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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

STRAND	RI.11-12.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
STRAND	RI.11-12.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).

**STRAND W.11-12. Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
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PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
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PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Louisiana Academic Standards

Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

STRAND	RI.9-10.	Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
STRAND	RI.9-10.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).



**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	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.
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INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND RH.11-12. Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.

**STRAND RH.11-12. Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>



TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

#### **STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

#### **STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

#### **STRAND RI.11-12. Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

#### **STRAND W.11-12. Writing Standards**

TITLE		Text Types and Purposes
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<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>

INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND RH.11-12. Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.

**STRAND RH.11-12. Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

#### Grade 9 - Adopted: 2019

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

#### STRAND RI.9-10. Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

#### STRAND W.9-10. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.



**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.

INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.

INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.

INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.



PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.

INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.

INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
Text Types and Purposes		
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
Range of Writing		
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

**STRAND W.11-12. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND WHST.11-12. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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**STRAND WHST.11-12. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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.
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INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
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INDICATOR	SL.11-12.1d.	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.
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**STRAND**      **L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **WHST.11-12. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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### Lesson 17: Unit 7 Inventive Writing, p. 153-158

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
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INDICATOR	WHST.9-10.2b.	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.
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INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
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INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.



INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.9-10.2a.	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.
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INDICATOR	W.9-10.2b.	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.
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INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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.
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INDICATOR	SL.9-10.1a.	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.
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INDICATOR	SL.9-10.1c.	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.
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INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.9-10. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
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INDICATOR	SL.9-10.1c.	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.
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INDICATOR	SL.9-10.1d.	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.
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**STRAND L.9-10. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.9-10.1b.	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.
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**STRAND L.9-10. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND WHST.9-10. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
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INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

**STRAND**      **W.11-12.**      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>

INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>



PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.

INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

INDICATOR	WHST.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
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INDICATOR	W.9-10.2a.	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.
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INDICATOR	W.9-10.2b.	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.
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INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>



PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **11** - Adopted: **2019**

#### STRAND W.11-12. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
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INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### STRAND W.11-12. Writing Standards

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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#### STRAND W.11-12. Writing Standards

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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#### STRAND SL.11-12. Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Lesson 20: Unit 8 Formal Essay Models, p. 175-182

### Louisiana Academic Standards

#### Language Arts

#### Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.9-10. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
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INDICATOR	SL.9-10.1c.	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.
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INDICATOR	SL.9-10.1d.	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.
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**STRAND L.9-10. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.9-10.1b.	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.
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**STRAND L.9-10. Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	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.

INDICATOR	L.9-10.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND L.9-10. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4a.	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.
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INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>



<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.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.
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **10** - Adopted: **2019**

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>

INDICATOR	W.9-10.2a.	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.
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INDICATOR	W.9-10.2b.	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.
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INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.3.</b>	<b>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.</b>
INDICATOR	L.9-10.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.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.
PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
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INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
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**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
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INDICATOR	SL.11-12.1d.	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.
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**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	L.11-12.4a.	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.
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INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.

**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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**PERFORMANCE EXPECTATION**      **WHST.11-12.2.**      **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.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.
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
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**STRAND                      W.11-12.                      Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND                      SL.11-12.                      Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
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INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
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INDICATOR	SL.11-12.1d.	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.
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**STRAND                      L.11-12.                      Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
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INDICATOR	L.11-12.4a.	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.
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INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND                      L.11-12.                      Language Standards**

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	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.
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
Key Ideas and Details		
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
Craft and Structure		
PERFORMANCE EXPECTATION	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).
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
Integration of Knowledge and Ideas		
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RH.11-12.	Reading Standards for Literacy in History/Social Studies
Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
Key Ideas and Details		
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.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.
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PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
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PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Lesson 21: Unit 8 Formal Essay Models, p. 183-192

### Louisiana Academic Standards

#### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
STRAND	W.9-10.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND	W.9-10.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
STRAND	W.9-10.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
STRAND	SL.9-10.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.3.</b>	<b>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.</b>
INDICATOR	L.9-10.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.

INDICATOR	W.9-10.2a.	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.
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INDICATOR	W.9-10.2b.	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.
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INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative 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.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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.
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INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.3.</b>	<b>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.</b>
INDICATOR	L.9-10.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **11** - Adopted: **2019**

**STRAND**      **RI.11-12.**      **Reading Standards for Informational Text**

Integration of Knowledge and Ideas		
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
Text Types and Purposes		
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
Production and Distribution of Writing		
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
Research to Build and Present Knowledge		
PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
Range of Writing		

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.



PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **12** - Adopted: **2019**

#### STRAND RI.11-12. Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
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#### STRAND W.11-12. Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	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.
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INDICATOR	W.11-12.2a.	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.
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INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2c.	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.
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INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### STRAND W.11-12. Writing Standards

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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#### STRAND W.11-12. Writing Standards

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative 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 (e.g., MLA, APA).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

**STRAND**      **WHST.11-12.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.

INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>



<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

#### STRAND W.11-12. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).

#### STRAND W.11-12. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

#### STRAND W.11-12. Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

#### STRAND SL.11-12. Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
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INDICATOR	SL.11-12.1d.	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.
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**STRAND L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND WHST.11-12. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
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INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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**STRAND WHST.11-12. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

#### Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.2.</b>	<b>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.</b>
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

**STRAND WHST.9-10. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).

**STRAND WHST.9-10. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

**STRAND WHST.9-10. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts



**STRAND W.9-10. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	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.
INDICATOR	W.9-10.2a.	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.
INDICATOR	W.9-10.2b.	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.
INDICATOR	W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2f.	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).

**STRAND W.9-10. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND W.9-10. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.9-10. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
INDICATOR	WHST.9-10.2b.	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.
INDICATOR	WHST.9-10.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	WHST.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.9-10.2f.	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).
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.
INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.2.</b>	<b>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.</b>
INDICATOR	W.11-12.2a.	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.
INDICATOR	W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2c.	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.

INDICATOR	W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2f.	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).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2a.	Introduce a topic and 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.
INDICATOR	WHST.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WHST.11-12.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	WHST.11-12.2d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.

**STRAND**      **W.9-10.**      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

STRAND	RL.9-10.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
STRAND	RL.9-10.	Reading Standards for Literature
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.

INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>

Production and Distribution of Writing		
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
Range of Writing		
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
Comprehension and Collaboration		
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
Vocabulary Acquisition and Use		



PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2019

#### STRAND RL.9-10. Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

#### STRAND RL.9-10. Reading Standards for Literature

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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 independently and proficiently.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.9-10.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.9-10.1a.	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.
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INDICATOR	SL.9-10.1c.	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.
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INDICATOR	SL.9-10.1d.	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.
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.9-10.1b.	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.
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4a.	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.
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INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND**      **L.9-10.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.9-10.2a.	Introduce a topic and organize 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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND RL.11-12. Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

**STRAND RL.11-12. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

**STRAND W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND W.11-12. Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.



<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WHST.11-12.2e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	L.9-10.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.9-10.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
STRAND	WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

STRAND RL.9-10. Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

**STRAND**      **RL.9-10.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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 independently and proficiently.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**      **W.9-10.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.

<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
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TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.
<b>STRAND</b>	<b>RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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 independently and proficiently.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.

INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Louisiana Academic Standards

## Language Arts

Grade 10 - Adopted: 2019

### STRAND RL.9-10. Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

### STRAND RL.9-10. Reading Standards for Literature

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.

### STRAND RL.9-10. Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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 independently and proficiently.

### STRAND W.9-10. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>



PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.
<b>STRAND</b>	<b>RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.11-12.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.11-12.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

#### **STRAND**      **RL.11-12.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

#### **STRAND**      **RL.11-12.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity 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–workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **W.11-12. Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **W.11-12. Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **SL.11-12. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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.
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INDICATOR	SL.11-12.1a.	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.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SL.11-12.1c.	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.
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INDICATOR	SL.11-12.1d.	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.
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**STRAND**      **L.11-12. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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INDICATOR	L.11-12.4a.	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.
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INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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### Louisiana Academic Standards

#### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.

INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	WHST.9-10.1c.	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.
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INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **10** - Adopted: **2019**

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
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<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.9-10.1a.	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.
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INDICATOR	W.9-10.1b.	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.
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INDICATOR	W.9-10.1c.	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.
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INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.

INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WHST.9-10.1c.	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.

INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.
INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	L.11-12.4a.	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.
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INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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 matters uncertain.
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11–workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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### Louisiana Academic Standards

#### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
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<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	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.
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INDICATOR	W.11-12.1a.	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.
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INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.
INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.1.	Write arguments focused on discipline-specific content.
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

### Louisiana Academic Standards

#### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR	WHST.9-10.1c.	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.
INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WHST.9-10.1c.	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.
INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.



INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.

INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.

INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.

INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## Louisiana Academic Standards

### Language Arts

#### Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.

INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.
INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND**      **RH.9-10.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RST.9-10.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.

INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	WHST.9-10.1c.	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.
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INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.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.
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**STRAND**      **WHST.9-10.**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade **10** - Adopted: **2019**

<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Idea and Details</b>
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	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).
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<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.9-10.1a.	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.
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INDICATOR	W.9-10.1b.	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.
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INDICATOR	W.9-10.1c.	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.
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INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>



PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.9-10.4a.	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.

INDICATOR	L.9-10.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>STRAND</b>	<b>RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.9-10.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WHST.9-10.1c.	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.

INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	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.

INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.
INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.

**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	L.11-12.4a.	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.
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INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND**      **L.11-12.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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 matters uncertain.
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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**STRAND**      **RH.11-12.**      **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
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**STRAND**      **RST.11-12.**      **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.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.
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<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
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<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RI.11-12.1.	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE EXPECTATION	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.
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<b>STRAND</b>	<b>RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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 (e.g., how Madison defines faction in Federalist No. 10).
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<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
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<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR	W.11-12.1a.	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.
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INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.
INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>



<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>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.</b>
INDICATOR	L.11-12.4a.	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.
INDICATOR	L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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 matters uncertain.
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
<b>STRAND</b>	<b>RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
STRAND	RST.11-12.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.11-12.10.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.1.	Write arguments focused on discipline-specific content.
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND	WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>

PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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### Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## Louisiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>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.</b>
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.9-10.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR	WHST.9-10.1c.	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.
INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2019

<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1a.	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.
INDICATOR	W.9-10.1b.	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.
INDICATOR	W.9-10.1c.	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.
INDICATOR	W.9-10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND</b>	<b>W.9-10.</b>	<b>Writing Standards</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.9-10.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.9-10.1a.	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.
INDICATOR	SL.9-10.1c.	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.
INDICATOR	SL.9-10.1d.	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.
<b>STRAND</b>	<b>L.9-10.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1b.	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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WHST.9-10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

INDICATOR	WHST.9-10.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WHST.9-10.1c.	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.
INDICATOR	WHST.9-10.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.9-10.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.

INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.



INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2019

<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.11-12.1a.	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.
INDICATOR	W.11-12.1b.	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.
INDICATOR	W.11-12.1c.	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.

INDICATOR	W.11-12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.11-12.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.11-12.1.</b>	<b>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.</b>
INDICATOR	SL.11-12.1a.	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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1c.	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.
INDICATOR	SL.11-12.1d.	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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>WHST.11-12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WHST.11-12.1a.	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 the claim(s), counterclaims, reasons, and evidence.

INDICATOR	WHST.11-12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WHST.11-12.1c.	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.
INDICATOR	WHST.11-12.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.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.
<b>STRAND</b>	<b>WHST.11-12.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.