Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Wisconsin 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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.9-10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.9-10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN	**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.

LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.

LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DOMAIN	**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN	**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN **Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.

LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.11-12.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.2	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		Language 6-12
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Reading 6-12
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		Reading 6-12
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.

DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN **Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN **Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN **Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.11-12.2	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.11-12.3	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN	**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.

LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN	**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.11-12.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.11-12.3	Create writing that utilizes:
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.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 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.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.

LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.

LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.9-10.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.9-10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.11-12.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**

LEARNING CONTINUUM	L.11-12.2.a.	Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.11-12.3	In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.11-12.3	In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.11-12.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**

DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**

DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**

LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

Wisconsin Academic Standards

Language Arts

Grade **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **10** - Adopted: **2020/Implement 2021**		
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**

LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.9-10.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**

DESCRIPTOR / FOCUS AREA	**L.9-10.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	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.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.