

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: West Virginia College and Career Readiness Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

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

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 9 - Adopted: 2016

#### CONTENT STANDARD / COURSE

WV.9.R. Reading

#### CONTENT STANDARD / OBJECTIVE

Key Ideas and Details

OBJECTIVE / EXPECTATION ELA.9.4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.

OBJECTIVE / EXPECTATION ELA.9.5. Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.

#### CONTENT STANDARD / COURSE

WV.9.R. Reading

#### CONTENT STANDARD / OBJECTIVE

Craft and Structure

OBJECTIVE / EXPECTATION ELA.9.10. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### CONTENT STANDARD / COURSE

WV.9.W. Writing

#### CONTENT STANDARD / OBJECTIVE

Production and Distribution of Writing

OBJECTIVE / EXPECTATION ELA.9.23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

#### CONTENT STANDARD / COURSE

WV.9.SL. Speaking & Listening

#### CONTENT STANDARD / OBJECTIVE

Comprehension and Collaboration

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.9.33.	Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# West Virginia College and Career Readiness Standards

## Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.10.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
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OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
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**CONTENT STANDARD / COURSE**      **WV.10.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.10.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.11.R. Reading****CONTENT STANDARD / OBJECTIVE****Key Ideas and Details**

## OBJECTIVE / EXPECTATION

ELA.11.4.

Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

## OBJECTIVE / EXPECTATION

ELA.11.5.

Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading****CONTENT STANDARD / OBJECTIVE****Craft and Structure**

## OBJECTIVE / EXPECTATION

ELA.11.1  
0.

Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing****CONTENT STANDARD / OBJECTIVE****Production and Distribution of Writing**

## OBJECTIVE / EXPECTATION

ELA.11.2  
3.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening****CONTENT STANDARD / OBJECTIVE****Comprehension and Collaboration**

## OBJECTIVE / EXPECTATION

ELA.11.3  
0.

**Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

## GRADE LEVEL EXPECTATION

ELA.11.3  
0.1.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

## GRADE LEVEL EXPECTATION

ELA.11.3  
0.2.

Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.12.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
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**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION      ELA.T.27.    Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR      ELA.T.32.1.    Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR      ELA.T.32.4.    Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.33.    Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 10 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.10.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details

OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
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CONTENT STANDARD / COURSE	WV.10.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure

OBJECTIVE / EXPECTATION	ELA.10.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
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OBJECTIVE / EXPECTATION	ELA.10.11.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
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CONTENT STANDARD / COURSE	WV.10.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**

**WV.10.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.10.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.11.R. Reading**

CONTENT STANDARD / OBJECTIVE		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 12 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION      ELA.T.9. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATOR      ELA.T.16.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

INDICATOR      ELA.T.16.2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR      ELA.T.16.3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

INDICATOR      ELA.T.16.4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

INDICATOR      ELA.T.16.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.18. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.33.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

OBJECTIVE / EXPECTATION      ELA.9.8.      Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION      ELA.9.18.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.9.22.      **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

GRADE LEVEL EXPECTATION      ELA.9.22. 3.      Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

GRADE LEVEL EXPECTATION      ELA.9.22. 4.      Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE LEVEL EXPECTATION      ELA.9.22. 5.      Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.9.23.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.9.24.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      **ELA.9.30. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.9.30. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      **ELA.9.39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION      ELA.9.39. 1. Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.9.39. 4. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.10.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	ELA.10.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
GRADE LEVEL EXPECTATION	ELA.10.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.10.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>

OBJECTIVE / EXPECTATION	ELA.11.1.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2.2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.11.2.2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.11.2.2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.11.2.2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3.0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.11.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.11.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE / EXPECTATION</b>	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Reading and Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION</b>	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.17.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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<b>INDICATOR</b>	ELA.T.17. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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<b>INDICATOR</b>	ELA.T.17. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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<b>INDICATOR</b>	ELA.T.17. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22.1.	Apply Transition English Language Arts for Seniors Reading standards to literature.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	ELA.T.32. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	ELA.T.32. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
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OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.22.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.9.22.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2.</b>	<b>Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3.</b>	<b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.</b>
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**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.10.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
GRADE LEVEL EXPECTATION	ELA.10.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.10.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL**      **Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.10.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.11.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.11.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.11.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.11.2 3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.11.2 4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.11.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.11.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.11.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.11.3 0.2.      Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.11.3 0.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION      ELA.11.3 0.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Reading and Text Complexity</b>

GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.17.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

INDICATOR	ELA.T.17.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	ELA.T.17.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	ELA.T.17.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR                      ELA.T.22.                      Apply Transition English Language Arts for Seniors Reading standards to literature.  
1.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION                      ELA.T.23.                      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24 .</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR                      ELA.T.24.                      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
1.

INDICATOR                      ELA.T.24.                      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.  
2.

INDICATOR                      ELA.T.24.                      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  
3.

INDICATOR                      ELA.T.24.                      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  
4.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>

OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.22.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>

OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
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OBJECTIVE / EXPECTATION	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
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**CONTENT STANDARD / COURSE**      **WV.10.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD / COURSE**      **WV.10.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
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OBJECTIVE / EXPECTATION	ELA.10.1.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
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**CONTENT STANDARD / COURSE**      **WV.10.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.10.2.2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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GRADE LEVEL EXPECTATION	ELA.10.2.2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
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GRADE LEVEL EXPECTATION	ELA.10.2.2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.10.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L. Language</b>	

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	ELA.11.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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GRADE LEVEL EXPECTATION	ELA.11.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.11.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
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**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Key Ideas and Details

GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Range of Reading and Text Complexity

GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.17.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

INDICATOR	ELA.T.17. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	ELA.T.17. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	ELA.T.17. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing

<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	T.W.	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.1.	Apply Transition English Language Arts for Seniors Reading standards to literature.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	T.W.	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	T.SL.	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	ELA.T.24.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
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OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
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OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.10.1.0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
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OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.10.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.5.</b>	<b>Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>

OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>

GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

INDICATOR	ELA.T.32. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.9.R. Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.5.</b>	<b>Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.</b>
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**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.10.</b>	<b>Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).</b>

OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL**      **Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.10.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R. Reading</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R. Reading</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.5.</b>	<b>Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>

OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>

GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

INDICATOR	ELA.T.32. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.9.R. Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.9.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.5.</b>	<b>Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.</b>
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**CONTENT STANDARD / COURSE**      **WV.10.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.1</b>	<b>Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).</b>

OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.10.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R. Reading</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R. Reading</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.5.</b>	<b>Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>

OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>

GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

INDICATOR	ELA.T.32. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.22.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.9.22.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.9.30.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30.2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION	ELA.9.30.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD / COURSE**

**WV.9.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Conventions of Standard English</b>
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OBJECTIVE / EXPECTATION	ELA.9.36.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
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**CONTENT STANDARD / COURSE**

**WV.9.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.10.W. Writing**

CONTENT STANDARD / OBJECTIVE		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.10.2.2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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GRADE LEVEL EXPECTATION	ELA.10.2.2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
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GRADE LEVEL EXPECTATION	ELA.10.2.2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.10.2.2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2 3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.10.2 4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.10.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.10.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.10.3 0.2.      Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.10.3 0.3.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.10.3 0.4.      Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.11.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.11.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.17.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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INDICATOR	ELA.T.17. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	ELA.T.17. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	ELA.T.17. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22.1.	Apply Transition English Language Arts for Seniors Reading standards to literature.
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**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 5 Writing from Pictures, p.85-90

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.22.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**

**WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
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OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 10 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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GRADE LEVEL EXPECTATION	ELA.10.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
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GRADE LEVEL EXPECTATION	ELA.10.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.10.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
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**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>CONTENT STANDARD / COURSE</b>		
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.11.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.11.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>		
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.12.2 2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.17.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	ELA.T.17. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
INDICATOR	ELA.T.17. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	ELA.T.17. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR                      ELA.T.22.                      Apply Transition English Language Arts for Seniors Reading standards to literature.  
1.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION                      ELA.T.23.                      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24 .</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR                      ELA.T.24.                      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
1.

INDICATOR                      ELA.T.24.                      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.  
2.

INDICATOR                      ELA.T.24.                      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  
3.

INDICATOR                      ELA.T.24.                      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  
4.

**CONTENT STANDARD / COURSE**                      **WV.12.T.                      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 11: Unit 5 Writing from Pictures, p. 91-98

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.22.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>

OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.9.SL.    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 2.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome.
GRADE LEVEL EXPECTATION	ELA.10.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.10.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 4.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)</b>

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 9.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		<b>Conventions of Standard English</b>
OBJECTIVE / EXPECTATION	ELA.10.3 6.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.10.3  
6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION      ELA.10.4  
1.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

CONTENT STANDARD / OBJECTIVE		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION      ELA.11.2  
2.3.      Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE LEVEL EXPECTATION      ELA.11.2  
2.4.      Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE LEVEL EXPECTATION	ELA.11.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L. Language</b>	

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION      ELA.12.2  
1.2. Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 2.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION      ELA.12.2  
2.3. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE LEVEL EXPECTATION      ELA.12.2  
2.4. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.

GRADE LEVEL EXPECTATION      ELA.12.2  
2.5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.17.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

INDICATOR	ELA.T.17.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	ELA.T.17.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	ELA.T.17.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	ELA.T.22.1.	Apply Transition English Language Arts for Seniors Reading standards to literature.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.9.30.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>

OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>

OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.15.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.21.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.21.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.21.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.21.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE****WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
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**CONTENT STANDARD / COURSE****WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
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**CONTENT STANDARD / COURSE****WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE****WV.11.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**

**WV.11.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**

**WV.11.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE****WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
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**CONTENT STANDARD / COURSE****WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
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**CONTENT STANDARD / COURSE****WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE****WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.

GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes

GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.21.	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.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>

<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>

<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>

OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / COURSE**      **WV.12.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.21.	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.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.23.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION      ELA.T.24 .      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

INDICATOR      ELA.T.24.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR      ELA.T.24.2.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR      ELA.T.24.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

INDICATOR      ELA.T.24.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.32.      **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.**

INDICATOR      ELA.T.32.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR      ELA.T.32.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.33.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.9.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.

OBJECTIVE / EXPECTATION      ELA.9.5.      Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION      ELA.9.10.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION      ELA.9.21.      Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION      ELA.9.21.1.      Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

**OBJECTIVE / EXPECTATION**      **ELA.9.30. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

**GRADE LEVEL EXPECTATION**      ELA.9.30. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**GRADE LEVEL EXPECTATION**      ELA.9.30. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

**GRADE LEVEL EXPECTATION**      ELA.9.30. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**GRADE LEVEL EXPECTATION**      ELA.9.30. 4. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

**OBJECTIVE / EXPECTATION**      **ELA.9.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

**GRADE LEVEL EXPECTATION**      ELA.9.36. 2. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

**OBJECTIVE / EXPECTATION**      **ELA.9.39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.**

**GRADE LEVEL EXPECTATION**      ELA.9.39. 1. Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**GRADE LEVEL EXPECTATION**      ELA.9.39. 4. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# West Virginia College and Career Readiness Standards

## Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

**OBJECTIVE / EXPECTATION**      ELA.12.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

**OBJECTIVE / EXPECTATION**      ELA.12.5.      Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

**OBJECTIVE / EXPECTATION**      ELA.12.1 0.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

**CONTENT STANDARD / OBJECTIVE**      **Integration of Knowledge and Ideas**

**OBJECTIVE / EXPECTATION**      ELA.12.1 5.      Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

**CONTENT STANDARD / COURSE**      **WV.12.W.    Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

**OBJECTIVE / EXPECTATION**      ELA.12.2 1.      Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**GRADE LEVEL EXPECTATION**      ELA.12.2 1.1.      Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Integration of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>

GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.21.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21.1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      **ELA.9.30. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.9.30. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

OBJECTIVE / EXPECTATION      **ELA.9.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION      ELA.9.36. 2. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      **ELA.9.39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.11.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.10.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.10.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.10.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.10.3 0.2.      Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.10.3 0.3.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.10.3 0.4.      Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

OBJECTIVE / EXPECTATION      ELA.10.3 6.      **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION      ELA.10.3 6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      ELA.10.3 9.      **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>

OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.11.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.L.    Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      ELA.12.4.1.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

**CONTENT STANDARD / OBJECTIVE**      **T.R.            Reading**

**OBJECTIVE / EXPECTATION**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION      ELA.T.1.      Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.

GRADE LEVEL EXPECTATION      ELA.T.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.

GRADE LEVEL EXPECTATION      ELA.T.5.      Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

**CONTENT STANDARD / OBJECTIVE**      **T.R.            Reading**

**OBJECTIVE / EXPECTATION**      **Craft and Structure**

GRADE LEVEL EXPECTATION      ELA.T.9.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

**CONTENT STANDARD / OBJECTIVE**      **T.R.            Reading**

**OBJECTIVE / EXPECTATION**      **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION      ELA.T.12.      Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.21.	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.
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Range of Writing
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GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
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OBJECTIVE / EXPECTATION		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 16: Unit 7 Inventive Writing, p. 147-152

## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 9 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21.1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.9.30.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.9.30.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30.2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION	ELA.9.30.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
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**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.12.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.12.3.0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	ELA.12.3.0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.12.3.0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
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GRADE LEVEL EXPECTATION	ELA.12.3.0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.12.3.0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.12.4.1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
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OBJECTIVE / EXPECTATION		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
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OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**

**WV.9.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
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**CONTENT STANDARD / COURSE**

**WV.9.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE** **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**

**WV.10.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Conventions of Standard English</b>
OBJECTIVE / EXPECTATION	ELA.10.3 6.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION ELA.10.3 6.1. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**

**WV.10.L. Language**

CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION ELA.10.4 1. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**

**WV.11.W. Writing**

CONTENT STANDARD / OBJECTIVE		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.12.2 3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.12.2 4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.12.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.12.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.12.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.12.3 0.2.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION      ELA.12.3 0.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION      ELA.12.3 0.4.      Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing

<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24 .</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.23.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.24.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)</b>

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      **ELA.9.30. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.9.30. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

OBJECTIVE / EXPECTATION      **ELA.9.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION      ELA.9.36. 2. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 4.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# West Virginia College and Career Readiness Standards

## Language Arts

Grade 11 - Adopted: 2016

### CONTENT STANDARD / COURSE

**WV.11.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.11.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### CONTENT STANDARD / COURSE

**WV.11.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

### CONTENT STANDARD / COURSE

**WV.11.W. Writing**

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.11.SL**      **Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>

<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	ELA.T.24.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21.1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.9.23.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.9.24.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.9.30.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.9.30. 1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2.      Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4.      Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
OBJECTIVE / EXPECTATION	ELA.10.3 6.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.33.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.R.      Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.9.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.

OBJECTIVE / EXPECTATION      ELA.9.5.      Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.9.R.      Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21.1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.9.30.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
OBJECTIVE / EXPECTATION	ELA.9.36.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.38.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION      ELA.9.38.1.      Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.9.39.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.9.39.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION      ELA.9.41.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 10 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.10.R.      Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.10.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 8.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 8.1.      Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 9.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.10.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION      ELA.10.4 1.      Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**West Virginia College and Career Readiness Standards**

**Language Arts**

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION      ELA.11.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

OBJECTIVE / EXPECTATION      ELA.11.5.      Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

OBJECTIVE / EXPECTATION      ELA.11.10.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Integration of Knowledge and Ideas**

OBJECTIVE / EXPECTATION      ELA.11.5.      Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.11.21.      **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION      ELA.11.21.1.      Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION      ELA.11.21.2.      Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION      ELA.11.21.3.      Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**

**WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
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**CONTENT STANDARD / COURSE**

**WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
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**CONTENT STANDARD / COURSE**

**WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**

**WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.

GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
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CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes

GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.20.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	ELA.T.21.	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.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.23.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION      ELA.T.24.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

INDICATOR      ELA.T.24.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR      ELA.T.24.2.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR      ELA.T.24.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

INDICATOR      ELA.T.24.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.32.      **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.**

INDICATOR      ELA.T.32.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR      ELA.T.32.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION      ELA.T.33.    Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION      ELA.9.21. 1.    Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION      ELA.9.21. 2.    Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION      ELA.9.21. 3.    Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION      ELA.9.21. 4.    Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL EXPECTATION      ELA.9.21. 6.    Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.9.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.9.26.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.9.30.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.38.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION	ELA.9.38.1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2.1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**

**WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)

**CONTENT STANDARD / COURSE**

**WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.10.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).

**CONTENT STANDARD / COURSE**

**WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 8.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 8.1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.11.L.	<b>Language</b>
CONTENT STANDARD / OBJECTIVE		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.R.	<b>Reading</b>
CONTENT STANDARD / OBJECTIVE		<b>Integration of Knowledge and Ideas</b>

OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
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CONTENT STANDARD / COURSE	WV.12.W.	<b>Writing</b>
CONTENT STANDARD / OBJECTIVE		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	ELA.T.16.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	ELA.T.21.	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.
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**CONTENT STANDARD / COURSE**

**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

## Language Arts

## Grade 9 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21.1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.9.21.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
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**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L. Language</b>	

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.22.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR      ELA.T.22.      Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.  
2.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.23.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24 .</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

INDICATOR      ELA.T.24.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
1.

INDICATOR      ELA.T.24.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.  
2.

INDICATOR      ELA.T.24.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  
3.

INDICATOR      ELA.T.24.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  
4.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 23: Unit 8 Formal Essay Models, p. 201-206

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.9.21. 3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.9.21. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.23.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.24.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)</b>

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL. Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      **ELA.9.30. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.9.30. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

OBJECTIVE / EXPECTATION      **ELA.9.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

GRADE LEVEL EXPECTATION      ELA.9.36. 2. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.3.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.10.2 1.4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.10.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 4.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
OBJECTIVE / EXPECTATION	ELA.10.3 6.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# West Virginia College and Career Readiness Standards

## Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.11.SL**      **Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.**      **Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.16.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16. 3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>

<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	ELA.T.22.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	ELA.T.24.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION      ELA.9.18.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.9.21.      **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION      ELA.9.21. 2.      Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.9.23.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.9.24.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL.**      **Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.10.10.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2.1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 9.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.10.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.11.1.      Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.11.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.12.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.
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OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Range of Reading and Text Complexity
GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.33.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
<b>OBJECTIVE / EXPECTATION</b>	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
<b>OBJECTIVE / EXPECTATION</b>	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.10.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.10.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.11.2.9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.11.3.0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.11.3.0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.11.3.0.2.      Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.11.3.0.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION      ELA.11.3.0.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      ELA.11.3.9.      **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION      ELA.11.3.9.1.      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.11.3.9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.
OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Reading and Text Complexity</b>
GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION      ELA.9.18.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.9.21.      **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION      ELA.9.21. 2.      Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.9.23.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.9.24.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.9.29.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL.**      **Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.10.10.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.10.2.1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 9.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.10.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.11.1.      Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.11.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.11.1.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3.0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3.0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.12.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.12.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.
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OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Reading and Text Complexity</b>

GRADE LEVEL EXPECTATION      ELA.T.13.      By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.18.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

GRADE LEVEL EXPECTATION      ELA.T.19.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.23.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION      ELA.T.24.      Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR      ELA.T.24.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR      ELA.T.24.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.33.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
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Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.</b>
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OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 10 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.10.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.10.2.	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
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OBJECTIVE / EXPECTATION	ELA.10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.10.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD / COURSE**      **WV.10.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION      ELA.10.1.8.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.10.2.1.      Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION      ELA.10.2.1.2.      Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2.3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.10.2.4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2.9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.10.3.0.      Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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OBJECTIVE / EXPECTATION	ELA.11.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).
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**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
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OBJECTIVE / EXPECTATION	ELA.11.1.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2.3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
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**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.11.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.11.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD / COURSE**      **WV.12.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.
OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).

**CONTENT STANDARD / COURSE**      **WV.12.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION	ELA.12.1.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
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**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION	ELA.12.2.3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION	ELA.12.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	ELA.T.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Range of Reading and Text Complexity
GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T. Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.33.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION      ELA.9.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.

OBJECTIVE / EXPECTATION      ELA.9.5.      Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.9.R.**      **Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

OBJECTIVE / EXPECTATION      ELA.9.10.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

**OBJECTIVE / EXPECTATION**      **ELA.9.20.**      **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE LEVEL EXPECTATION      ELA.9.20. 1.      Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

GRADE LEVEL EXPECTATION      ELA.9.20. 2.      Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

GRADE LEVEL EXPECTATION      ELA.9.20. 3.      Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRADE LEVEL EXPECTATION      ELA.9.20. 5.      Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD / COURSE**      **WV.9.W.**      **Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	ELA.9.36.2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	ELA.9.39.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 10 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>

OBJECTIVE / EXPECTATION	ELA.10.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 0.1.	Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.10.2 0.2.	Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.10.2 0.3.	Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.10.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 6.1.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.10.3 9.1.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.10.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.11.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.11.2 0.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.11.2 0.3.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.11.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.11.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.11.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.11.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.11.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.11.3 0.2.      Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.11.3 0.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION      ELA.11.3 0.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION      ELA.11.3 9.      **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION      ELA.11.3 9.1.      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.11.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.12.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.12.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.12.2 0.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.12.2 0.2.	Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.12.2 0.3.	Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRADE LEVEL EXPECTATION	ELA.12.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L. Language</b>	

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.4 1.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.15.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	ELA.T.15.1.	Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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INDICATOR	ELA.T.15.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.20.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.9.20. 1.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.9.20. 2.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.9.20. 3.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.9.20. 5.	Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

**CONTENT STANDARD / COURSE**      **WV.9.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
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OBJECTIVE / EXPECTATION      ELA.9.29.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.9.SL.      Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

GRADE LEVEL EXPECTATION      ELA.9.30. 1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.9.30. 2.      Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.9.30. 3.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.9.30. 4.      Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.9.36. 2.      Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 0.1.	Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.10.2 0.2.	Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.10.2 0.3.	Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.10.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.10.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L.    Language**

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.10.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.11.2 0.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE LEVEL EXPECTATION	ELA.11.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

GRADE LEVEL EXPECTATION	ELA.11.2 0.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.11.2 0.3.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.11.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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## West Virginia College and Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.12.2 0.2.	Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.12.2 0.3.	Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.12.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 4.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)</b>
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>

OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.15.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	ELA.T.15. 1.	Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR	ELA.T.15. 2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Range of Writing
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GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
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OBJECTIVE / EXPECTATION		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.20.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.9.20. 1.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.9.20. 2.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.9.20. 3.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.9.20. 5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.21.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.9.30.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30.2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30.4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      ELA.9.36.      Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.39.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      ELA.9.39.      Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION      ELA.9.39.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.41.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 10 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.10.R.      Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION      ELA.10.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.

OBJECTIVE / EXPECTATION	ELA.10.5.	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.10.1 0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
OBJECTIVE / EXPECTATION	ELA.10.1 1.	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 0.1.	Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.10.2 0.2.	Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.10.2 0.3.	Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.10.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 1.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2 3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.10.2 4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)

**CONTENT STANDARD / COURSE**      **WV.10.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Range of Writing**

OBJECTIVE / EXPECTATION      ELA.10.2 9.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.10.SL Speaking & Listening**

**CONTENT STANDARD / OBJECTIVE**      **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION      ELA.10.3 0.      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION      ELA.10.3 0.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION      ELA.10.3 0.2.      Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.

GRADE LEVEL EXPECTATION      ELA.10.3 0.3.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION      ELA.10.3 0.4.      Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.10.L. Language**

**CONTENT STANDARD / OBJECTIVE**      **Conventions of Standard English**

<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.10.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.10.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.11.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
OBJECTIVE / EXPECTATION	ELA.11.1.0.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
OBJECTIVE / EXPECTATION	ELA.11.2.0.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.11.2.0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.11.2.0.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.11.2.0.3.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.11.2.0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2.9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.11.SL    Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.11.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / COURSE**      **WV.11.L.    Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD / COURSE**      **WV.12.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Key Ideas and Details**

OBJECTIVE / EXPECTATION      ELA.12.4.      Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

OBJECTIVE / EXPECTATION      ELA.12.5.      Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

**CONTENT STANDARD / COURSE**      **WV.12.R. Reading**

**CONTENT STANDARD / OBJECTIVE**      **Craft and Structure**

OBJECTIVE / EXPECTATION      ELA.12.1 0.      Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Text Types and Purposes**

OBJECTIVE / EXPECTATION      ELA.12.2 0.      **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE LEVEL EXPECTATION      ELA.12.2 0.1.      Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

GRADE LEVEL EXPECTATION      ELA.12.2 0.2.      Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

GRADE LEVEL EXPECTATION      ELA.12.2 0.3.      Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRADE LEVEL EXPECTATION      ELA.12.2 0.5.      Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

**CONTENT STANDARD / OBJECTIVE**      **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.12.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.R.</b>	<b>Reading</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.15.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	ELA.T.15.1.	Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR	ELA.T.15.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.12.T.</b>	<b>Transition English Language Arts for Seniors</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.24.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.32.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.L.</b>	<b>Language</b>
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<b>OBJECTIVE / EXPECTATION</b>		<b>Vocabulary Use and Acquisition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.33.</b>	<b>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
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Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.9.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.20.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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GRADE LEVEL EXPECTATION	ELA.9.20.1.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.9.20.2.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	ELA.9.20.3.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.9.20.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.9.21.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.9.21.2.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.9.29.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.9.SL.</b>	<b>Speaking &amp; Listening</b>

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.30.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.9.30. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD / COURSE**      **WV.9.L.      Language**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.9.36.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

## West Virginia College and Career Readiness Standards

### Language Arts

#### Grade 10 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.10.W.      Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 0.1.	Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.10.2 0.2.	Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

GRADE LEVEL EXPECTATION	ELA.10.2 0.3.	Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.10.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.10.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.10.2 1.2.	Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.10.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.10.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.10.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>

GRADE LEVEL EXPECTATION	ELA.10.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.10.3 0.2.	Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.10.3 0.3.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	ELA.10.3 0.4.	Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.10.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.10.3 6.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	ELA.10.3 6.1.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.W.**      **Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.11.2 0.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.11.2 0.3.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRADE LEVEL EXPECTATION	ELA.11.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W. Writing</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL Speaking &amp; Listening</b>	
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	ELA.12.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	ELA.12.2 0.2.	Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.12.2 0.3.	Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.12.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 3.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 4.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)</b>

**CONTENT STANDARD / COURSE**      **WV.12.W. Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.2 9.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

**CONTENT STANDARD / COURSE**      **WV.12.SL Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.12.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ELA.T.15.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	ELA.T.15. 1.	Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR	ELA.T.15. 2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD / COURSE**      **WV.12.T.    Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.W.</b>	<b>Writing</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION      ELA.T.23.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **WV.12.T.      Transition English Language Arts for Seniors**

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>T.SL.</b>	<b>Speaking &amp; Listening</b>
<b>OBJECTIVE / EXPECTATION</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION      ELA.T.24 .      **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

INDICATOR      ELA.T.24.1.      Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR      ELA.T.24.2.      Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR      ELA.T.24.3.      Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

INDICATOR      ELA.T.24.4.      Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.